

BUSINESS EDUCATION WORLD

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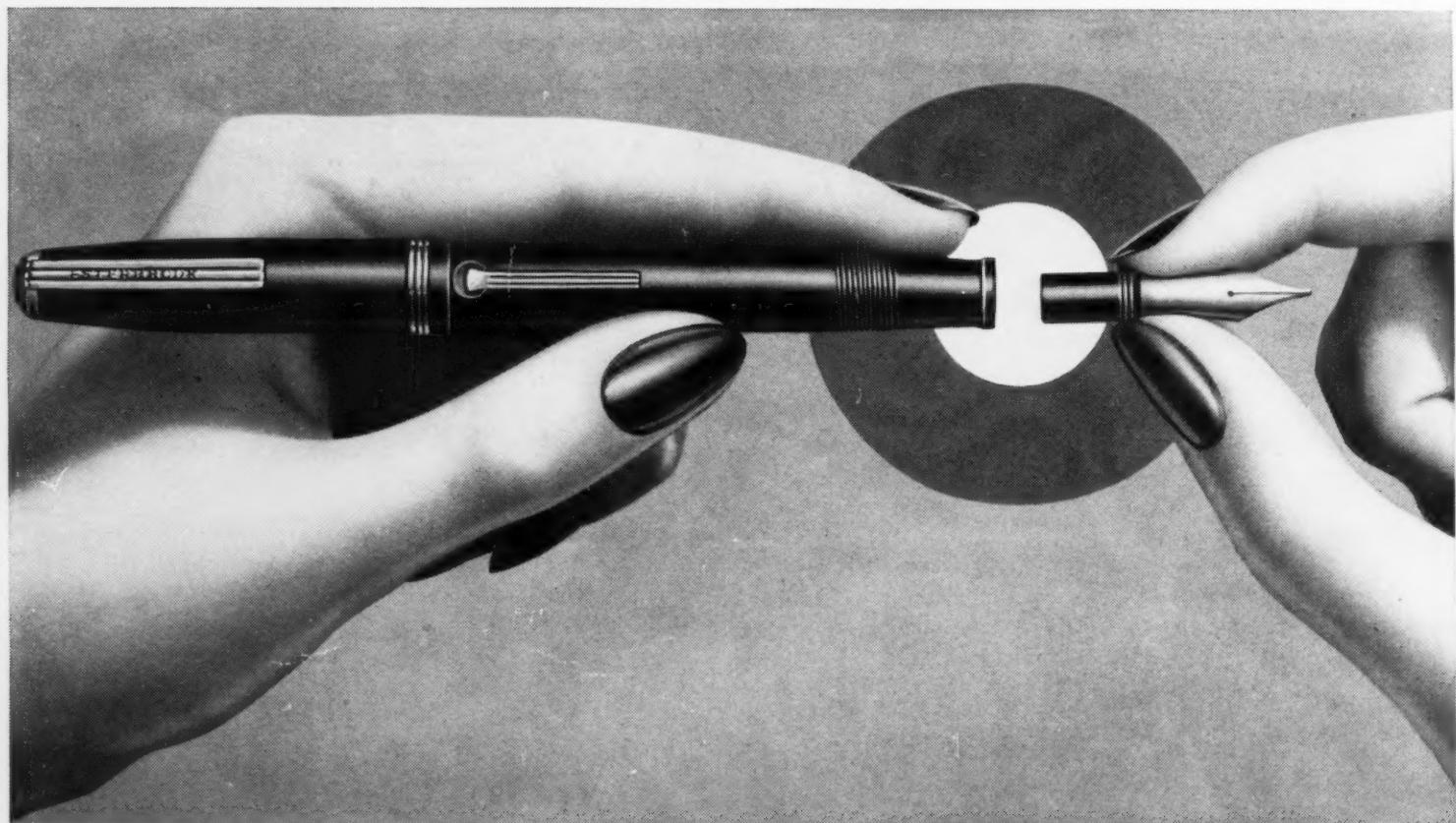
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BUSINESS SCENE

■ **The Budget**—There's more than money involved in President Truman's budget: There's approved inflation, there's a stretching of the timetable of defense, and there's a smoke screen.

• *Inflation* can now be pegged as official policy—the fact that the budget is bigger and that more money is now planned for spending on more things over a longer period of time is the clue. No tapering off for armaments is in sight—military budgets above \$60 billion are already asked for, through 1954. The more money the Government spends, the more inflation is encouraged.

• *The timetable* for defense has been stretched. The Truman budget throttles defense down to a slower *pace* than was heretofore planned. The extra money asked for planes and A-weapons is not superimposed, but is tailed on. This may avoid a big new pinch on the economy, but it will also delay any return to normalcy.

Many contracts will be refigured to reflect the stretch-out policy. Take aircraft, for example: Rescheduling to slow down production rates has already started. In the long run, more planes will be produced—but over a longer period of time (the Air Force is being upped from 95 wings to 143).

The defense timetable is calculated risk. The official position is that war dangers are far from absent but are less than they were, thanks to the build-up already achieved. There are dissenters, needless to say.

• *The smoke screen* is the attempt to make the new budget "painless" by saying it consists mostly of plugging "loop holes." Actually, Truman is asking for the extra \$4-billion boost he didn't get last year.

When you read the small print, you find: (1) corporation taxes are upped from 52 to 55 per cent—a \$1-billion bite; (2) individuals get an average raise of 6 per cent (on top of the 11 per cent boost last round)—a \$1.3-billion bite; (3) excise taxes get another hike equal to that of last year—\$1.8 billion more on taxed goods and services; and (4) capital-gains taxes are boosted very sharply—from 26 per cent up to 37½ per cent. The "loopholes," which are exempt bonds, etc., that are to be plugged will bring the Government only about \$300 million—not the \$4 billion that has been fanfare.

Congress won't buy many of the new features in the tax bill. Republicans opposed *any* rise. Many of the Democrats are saying, "Let's wait awhile and see the midyear picture." If incomes

continue to grow, Mr. Truman may get his \$4 billion without new taxes.

■ **Good Samaritan**—Feeding the world's hungry has become a major job for America's farmers. One of every three bushels of wheat raised in this country has been going abroad over the past six years, on the average. Rice exports are soaring—by the end of 1951 they were at a rate of 18 million bags, 100 pounds each, per year. Half the rice goes to the Orient.

Food for hungry mouths continues the first line against communism.

■ **Area Depressions Easing**—Last month we reported here that some industrial fields were suffering a depression despite the general business prosperity. There've been some changes made:

• *Over the hump* is the manufacturing of paper, plywood, and grinding equipment.

• *Picking up* are the shoe, tire, lumber, floor-covering, appliances, and furniture industries.

• *Still bad* are textiles, jewelry, and containers.

■ **Business and Displaced Persons**—Since the fall of 1948, when the first boatload of "new Americans"—Displaced Persons—arrived, about 336,000 have entered this country. Nearly 200,000 of them went straight into industry—manna from heaven to U.S. employers, for many of the immigrants were skilled craftsmen and they arrived just as the postwar man-power shortages were developing.

About 50,000 DP's took jobs as bus or truck drivers, power-station operators, welders, machine feeders, and other operative jobs. Slightly fewer took jobs as laborers. And 37,500 went into jobs as craftsmen, foremen, and highly skilled workers.

• *Mostly harmonious* has been the arrangement. Employers have been satisfied; the newcomers have fitted into communities well. Most got immediate acceptance in plant unions; there was no ground for labor's traditional opposition to immigrant hands (as low-wage replacement for American laborers) because DP's had to come to assured jobs and had to be paid "prevailing" wages. Moreover, housing had to be available without dispossessing Americans.

• *The only friction* has been incurred by "floaters" who move from job to job, voluntarily or by inducement. The law does not specify how long the DP's must "stay put" on the jobs to which they come.

(Continued on page 355)

News for Typewriting Teachers.....

ERASERSTIK

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7077 and 7077B



Progressive instructors who have standardized on EraserStik 7099 and 7099B as the modern and better method of erasing . . . will be happy to meet two new members of the EraserStik family . . . 7077 and 7077B (with brush).

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While recommending that your Supply Department order 7077 and 7077B, we suggest that you send for several samples to use for instruction and demonstration in your classroom. Please write on your school letterhead.

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A.W. FABER ERASERSTIK (FOR PENCIL ERASING) U.S.A. 7077 B

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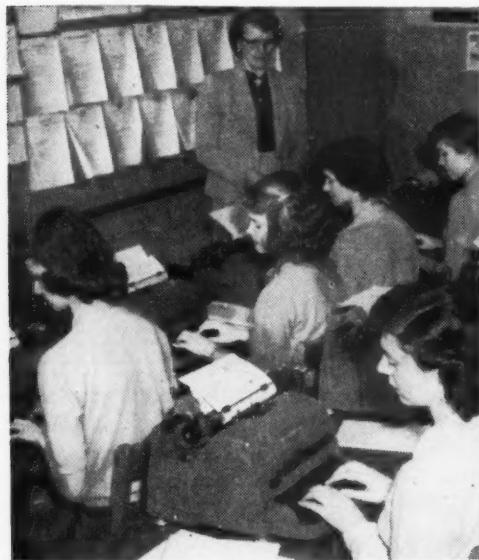
The Thinking Machine
.....
of American Business
.....



BUSINESS EDUCATION WORLD

Volume 32 • No. 7

March, 1952



The Munson School (San Francisco) used loan machines, found students welcomed the "plus benefits" in their training.



At Christopher Columbus H.S. (New York) Helen McConnell was glad students could qualify for better jobs as "electrics."



Students at Woman's College, University of North Carolina, used electrics to boost their skill on manual machines.

Remington Rand Lends Electrics to Schools to Speed Up Training of Electric Typists

PHILIP S. PEPE, Manager
Typewriter Educational Services
Remington Rand Inc.
315 Fourth Avenue, New York 10

■ **Typists or Typewriters?**—One great miracle of the postwar period, so far as business education is concerned, has been the electrification of the typewriter—the harnessing of electric power to the keys and operating parts of the machines. Many researchers have proved that the spontaneous reaction of office workers to electric machines is correct: the machines *are* easier to operate, *are* less fatiguing, *do* encourage production increases, *do* sustain accuracy, and certainly *do* result in work that is far better in appearance.

• **Businessmen** are tremendously enthusiastic about electric machines. It is estimated that as many as a million electric typewriters are already in use. More important, leaders in the office-equipment industry predict that 75 per cent of the six million commercial typewriters will be replaced by electrics within the next five years.

• **Educators** are no less enthusiastic

about the use of electrics, both as office appliances and as classroom learning tools. Many articles have appeared on the pages of this magazine, reporting the tremendous success of students in every classroom in which the machines have been used. Teachers have reported great values in using electrics as basic learning instruments, in using them as corrective teaching devices, in using them to stimulate greater accuracy and speed even on manual machines.

• *But a key problem*, a bottleneck, has arisen. While businessmen clamor for the machines to increase production in their offices, they find it relatively difficult to obtain typists familiar with electrics. Typists trained in classrooms equipped with manually operated machines are being asked, when they apply for jobs, "Are you an electric typist?" and they answer "No," not being aware that they *could* be electric typists with just a brief, directed experience in using the electric machines.

• *Who should exercise the initiative in solving the problem?* The educators, who are only now demanding

budget funds for the machines? The typewriter manufacturer, who wants to make sure that he has helped anticipate the increased demand for electric-machine operators?

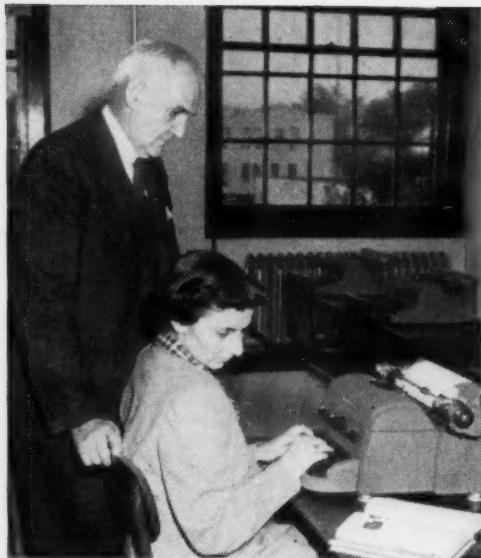
Remington Rand believes that, for the present at least, the manufacturer has a responsibility for helping to close the gap between school budgets and businessmen's needs. So, Remington Rand has developed its special School Program.

■ **The School-Loan Program**—To selected branch offices of the firm, a number of electric typewriters have been assigned for exclusive loan to schools. Usually a battery of five or six machines is lent to a school for five weeks or so—long enough for each of the students in the advanced semester of typing to have ten class periods of experience on the "Electri-economy," Remington's electric typewriter. The battery of machines rotates from school to school within the branch office's territory, following a schedule that is as equitable as possible in view of the number of machines that are available.

• *Arrangements for borrowing the*



Alice Perry (Hickox School, Boston) found that short loan period was enough for students to "switch" over easily.



In Newark, Director Raymond Goodfellow said use of borrowed machines would enable school to meet electric demand.



Grace Ball School (San Francisco) students found it easy to switch to electrics and gained in skill on manuals.

machines are made through the local branch office. After a school has made its request, the school is scheduled as soon as possible to receive the loan of the machines. The machines are delivered, and a representative of the company shows the 27-minute sound-motion film, "Keys to Electri-economy," and gives a brief orientation demonstration of the most efficient use of the machines, covering such things as the natural stroking, the correct use of the multiple-line-spacing carriage return, the automatic repetition of the underscore, and other special features of the machine.

When the loan period comes to an end, the machines are picked up and delivered to the next school, all without charge to any of the schools concerned.

• *This School-Loan Program* was initiated experimentally during 1951; more than 60,000 students experienced the operating of the machines. None reported any difficulty in switching to the electrics in the ten periods' practice afforded each student. None reported any difficulty (other than personal reluctance) in switching back to manual machines at the end of the practice periods. Many reported increases in both speed and accuracy, on manuals as well as on electrics, as a result of the ten-period experience; so the interval is not merely one devoted to "becoming an electric typist" but actually one devoted to true improvement of typing skills.

■ **The Program Succeeded**—The teachers and administrators who conducted the experimental use of the electrics in the school-loan program were most enthusiastic about the results.

• *Business school proprietors* (the program is for parochial, public, and

private schools and universities) were quick to applaud. Grace Ball, director of the Grace Ball Secretarial College (San Francisco), noted "great student enthusiasm" and commented, "We have been impressed with the ease with which students made the change-over. . . . There has been practically no loss in speed and, in a few days, appreciable increase."

Robert T. Smith, manager of the Munson School (San Francisco), said, "Our present graduating class will go into the business world especially well prepared for what I know is the 'coming thing' in typewriters." C. A. Phillips, executive vice-president of the Heald College (San Francisco), also mentioned that the transition had been no teaching problem, and that the students' "letters and timed writings show a marked improvement in accuracy and speed."

• *Public school teachers* observed similar efficiencies in using the machines in their classrooms. Of special interest is the fact that many, many school systems profited enormously by newspaper attention gained by the schools' reporting what they were doing. Raymond J. Goodfellow, director of business education in Newark, pointed out in his city's newspaper that "many businesses use these machines

today . . . the purpose of this program is to help fill the demand for typists trained on electric machines."

In Peoria, Illinois, every newspaper applauded the "First Electric Typewriters to Be Used in Our Public School Classes," with illustrated stories showing the school system's co-ordinator of office occupations, Miss Mary Sullivan, handling the first class of students to participate in the program.

Because the use of electrics proved so profitable to students, one administrator predicted that equipping classrooms with electrics would create great changes in future typing classrooms: "From an educator's point of view," said Dr. T. C. Donahue, Eastchester (New York) superintendent of schools, "this means a saving in teaching hours, fewer classroom and equipment shortages, and more trained students."

■ **Summary**—Remington Rand feels that it is extending a professional service in assisting the schools to qualify their typing students as electric typists. The company expects to conduct the program for some time, possibly expanding the number of machines available for school service, until the day comes—and it will not be long—when schools have equipped themselves with their own electric typewriters.

In the meantime, it is gratifying to know that so many teachers feel, in the words of Mrs. Dorothy Teska, teacher at Beloit (Wisconsin) High School: "I believe our second-year typists are getting valuable training in the use of the electric typewriter, which they will appreciate when they get into office work. Electric typewriters are an integral part of today's busy business world, and commercial students should be familiar with them before graduation from high school."

Beginning Next Month

In the April, May, and June issues of this magazine, Dr. John L. Rowe, of Teachers College, Columbia University, will present a series of articles on "How to Use Drills in the Typewriting Class," in which he describes scores of different typing drills and tells when and how to use them most effectively.

How I Made "Budgeting" Interesting

MARIETTA CAIN

Lawrenceburg High School
Lawrenceburg, Indiana

I looked at my bookkeeping class. All girls. Budgeting, indeed! We had been talking about and "studying" budgeting for a week, but . . . I knew it had not sunk in. I pondered.

"Husbands!" I said, thinking out loud. The word slipped out.

The class sat bolt upright.

"Class," I stammered, then thought quickly, plans racing through my mind. "Class," I said again, more firmly, "the best way to learn about family budgeting is to do a little pretending. Would you like to assume that you have just married, and that you and the man in your life are setting up your budget?"

The answer was quite a buzz.

"Let's!"

"That would be fun!"

■ **We Make Our Plan**—We passed out some columnar paper for the girls to use; I went to the blackboard.

"I suppose," I said, "that the place to start is with our income?"

They agreed.

"Well, in this town," I said, "the young man will probably work in the plant. What will be make?"

"My uncle makes \$325!" cried Dorla.

"But he's a foreman," one of her friends said. "A beginner at the plant makes about \$200 a month."

So, \$200 was placed in the *Wage* column. I shifted over to the column where I wrote in *Social Security*.

"Will he get the whole \$200?"

No, he would not. We talked abou' Social Security and decided he would lose \$2 from his take-home pay.

After more debate, it was decided that renting an apartment would be wiser than buying a home and that we could rent for \$75. We entered that sum in the *Rent* column.

"We'll need a car," said Mary.

"Wait," I cautioned. "Let's get all our essentials first—things we must have; like food." Dorothy knew a couple who spent \$55 a month for food, and this was listed in the *Food* column. When we came to clothes, such an argument ensued that I interposed, "Let's come back to it."

We placed \$9 in *Insurance*, \$10 in *Savings*, and \$5 in *Health*. Some of the girls did not want to tithe, but we placed \$20 in the *Church* column anyway. To *Utilities* we allotted \$20. *Recreation* netted \$25.

"Now for our clothes," said Dorla.

"I think you have already spent all your money," I put in. What a clamor!

"If I can't have any new clothes, I don't *want* to get married!" Dorla declared flatly.

So, we footed our columns and found that we had spent \$211—out of \$200. The class was very quiet. We cut *Savings* to \$5, *Food* to \$45—

"Good-by steak," said Anna Lou.

—and *Recreation* to \$5 instead of \$25, giving \$19 to *Clothes* and a \$5 *Personal Allowance* (\$2.50 each).

Then we drew a line under our budgeted amounts, to separate them from the actual expenditures.

■ **We Spend Our Money**—"Now," I said, "let's live out a month, day by day."

The pay check was received and we entered \$198 in the *Cash* column. Then we followed actual spending as initiated by the girls, each taking a turn in suggesting a day's activities. At the end of the "month," we footed the columns and found that we had lived within our budget, except for food. Upon examination of the explanation column, we found we had entertained *much* too often. Using left-over foods, dining out, and determining whether "Hubby" should take his lunch or eat in the company cafeteria (the girls finally agreed to pack him a lunch) solved the *Food* problem, even though it was depressing!

We found that we could now examine our *Explanations* column to determine whether our budget would or would not work out for the pattern of living we wanted. People do not all like to spend money the same way, our discussion revealed; there are great variances in clothes, food, recreation.

"If Dorla spends that much on clothes, she won't have enough left to go anywhere for folks to see her wear them!" one girl reminded.

"And you say that *books* are *recreation*?" inquired Helen. "I *have* to have books!"

"I'd just *die* if I had to stay home *all* the time," said Lorna.

So, we found that budgeting was a matter of managing funds so that we can get what we must have and whatever else we *want* and are willing to sacrifice other things to obtain.

Going over our *Explanations* column helped us to define, in a way, the "good life"—one in which no single item is

overstressed but where all items of good living are included. After "living for a month," we were able to review our budgeted figures; we agreed, for example, that \$45 would not do for food, after all; so, that figure had to be changed—and other columns modified accordingly.

"Let's look at that 'Ideal Budget' in the textbook," suggested Eloise.

We found the table the author suggested; the girls were quick to disagree with portions of it. Discussion led us to agree that the only "ideal budget" was the one that helped *us*, as individuals, to get "the most for our money" in terms of what we *had* to have and would value most.

■ **We Summarize Our Learnings**—The results of our discussion were many. The personal outcomes cannot be recorded accurately (I shall never forget the glowering look I received from one of our senior boys—a day or two later!), but the obvious educational outcomes included these:

- A *budget*, we agreed, is a *must* if one is to enjoy the "good life." The budget should be simple, easy to adjust.

- *Vocational training* for girls is important; clearly, the budget could stand more income if Mister and Missus are to obtain more of the things they want. All the girls thought they would like to work "for a while," to add to the family income.

- *Savings before marriage* are advisable, for both husband and wife, if they want to buy a car or make the down payment on a home—and, of course, the girls wanted a car and a home!

- A *good planner can do wonders* with a budget. The class had heard of families who seemed to get many things with a small income. Ways of accomplishing this were discussed—such hobbies as refinishing furniture; such domestic skills as making one's own drapes and curtains and some of one's own clothes, retrimming hats, canning, knowing how to prepare good meals from left-overs.

Certainly this approach made budgeting interesting. Everyone contributed to the planning; and the planning left every pupil seriously thoughtful, with a new insight into the *importance* of money management. None of them had realized it costs so much to live; and, somehow, they had not connected the matter of money with marriage.

"Girls budgeting—*indeed!*" said I.

MACHINES REQUIRED FOR A BUSINESS-MACHINES COURSE

"Single," or Small, High School

1. Typewriters

a. Basic

Manual typewriters—pica and elite
One electric typewriter

b. Desirable additions

Additional electric machines based on class
enrollment
Vari-typer

2. Duplicating Machines

a. Basic (one or more)

Stencil duplicator
Liquid duplicator
Gelatin duplicator

hand
operated

b. Desirable additions

All machines above electric
Addressing duplicator

3. Dictation Machines

a. Basic

Cylinder, belt, or record recorder and playback
units, including shaving unit if necessary

b. Desirable additions

Disk recorder and playback units
Wire and tape recorders and playback units

4. Figuring and Bookkeeping Machines

a. Basic (one or more)

Full-keyboard adding machines
Rotary calculators
Key-driven calculators
(hand or electric models)

b. Desirable additions (one or more)

10-Key adding machines
Printing calculators
Small bookkeeping machines
(all electric)

5. Instructional and Advertising Machines

a. Basic

16mm projector
Filmstrip projector

b. Desirable additions

Slide projector
Scope-cast projector

"Multiple," or Vocational, High School

1. Typewriters

a. Basic

Manual and electric typewriters—pica and elite
Vari-typer

b. Desirable additions

Machines with Gothic, primer, and executive
type

2. Duplicating Machines

a. Basic (one or more)

Stencil duplicators
Liquid duplicators
Addressing duplicator
Gelatin duplicator

electric

b. Desirable additions

Offset duplicator
Printing duplicator
Variety of makes or models of above basic
machines
Photographic duplicator (Ozalid)

3. Dictation Machines

a. Basic

Cylinder, belt, or record recorder and playback
units, including shaving unit if necessary
Disk recorder and playback units
Wire and tape recorders and playback units

b. Desirable additions

Variety of makes and models of above
machines

4. Figuring and Bookkeeping Machines

a. Basic (usually 3 or more)

Full-keyboard adding machines
10-Key adding machines
Rotary calculators
Key-driven calculators
Printing calculators
Bookkeeping machines
(all electric)

b. Desirable additions

Variety of above makes of machines — all
electric

5. Instructional and Advertising Machines

a. Basic

16mm projectors
Filmstrip projectors
Slide projectors
Scope-cast projectors

b. Desirable additions

Variety of makes and models of above
machines

What a High School Business Graduate Should Know about Business Machines

DR. E. DANA GIBSON and
LURA LYNN STRAUB
San Diego (California) State College

■ **A Word of Introduction**—This is the first in a series of five articles on "What a High School Business Graduate Should Know about Business Machines." The series will cover the following topics:

1. What machines graduates should know about
2. What graduates should know about duplicators
3. What graduates should know about dictation machines
4. What graduates should know about figuring and bookkeeping machines
5. What graduates should know about instructional and advertising machines

For each group of machines, explanation will cover the need for knowing about the machine, the basic knowledges involved, the basic skills required, and practice exercises for gaining experience.

The purpose of this first article in the series is to suggest reasons for re-examining present machine-course offerings, to identify the machines needed in large-school and small-school courses, and to justify the selection of machines on the list.

■ **Time to Review Business-Machine Courses**—A re-thinking about the content and equipment for present machine courses is necessary today for several reasons.

• *Business has finally purchased* so many postwar machine models that our graduates are finding difficulty adjusting to them. Changes in models, devices, and methods of operation have been drastic in some cases. In many communities, business graduates, trained on old equipment, are actually retarding business improvement.

• *Many schools have introduced* machine courses, as such, for the first time. It will be regressive if these schools start functioning under an out-of-date program.

• *The new courses and re-equipping* of older machine programs are bringing much of the new equipment mentioned above into the schools. New methods and new content must be used if these machines are to be most effective in the learning process.

• *The Korean War* is rapidly creating a labor shortage in some areas. The lack of help, or the need to rely on inefficient help, is speeding up the mechanization of many offices—in some cases, *forcing* it. This fact increases the need for business graduates to be machine trained.

• *Many new machines* are now demanding attention. This is particularly true of the group of machines called "Instructional and Advertising machines" in this series (for want of a better title). These machines are being adopted by business to train personnel in all aspects of their work, to provide salesmen with better sales media, and for advertising purposes. The student who enters business without an acquaintanceship with these machines may well find himself vocationally handicapped when he applies to some firms for employment.

■ **What Machines Should a School Have?**—The display shown on the opposite page is arranged for the "single" (small, self-contained) high school and the "multiple" (large, with vocational students feeding in from other schools) high school. This division is predicated on the assumption that even small high schools tend to follow the lead of larger schools and to offer similar programs.

• *In the "single" school*, the business department will be expected to provide for all the vocational needs of its graduates. The department must have or must purchase a number of business machines. Most instruction is on the introductory or acquaintanceship level; every student taking business-machine instruction learns to use every machine the department has. This is the most typical arrangement outside the major metropolitan areas.

• *In the "multiple" school*, the machine-selection problem is somewhat different. In metropolitan areas, there appears to be a tendency to set up one school, usually designated as a vocational school and sometimes operating as a post-high-school training center, to service all vocationally-minded business students. Students from all over the city come to this school. In the other high schools of the city, only general education and general or introductory business subjects are presented;

little or no vocational training is given in business in the other high schools.

The "multiple," or vocational, high school will offer a different kind of program, even several of them. Instruction will be on a higher level than mere acquaintanceship with the major machines. Many more machines will be provided, both in number and in variety. A few students may learn, by taking an extended business-machines course, to operate all the machines; but, typically, each student will learn to operate only certain machines, and on these he will develop a considerable degree of skill.

(Some vocational high schools will also offer advanced, or highly concentrated, or other special courses; the equipment for these courses, which will be unique in each institution, is not included in the listings.)

• *Because schools vary* in size, objectives, and resources, even among "single" high schools and among "multiple" high schools, the proposed list of machines was divided into "basic" and "desirable additions."

The "basic" listings cover those machines each type of school should have to operate its proper minimum machines course. The "desirable additions" listings will suggest what larger schools or schools with a broader objective, might well add.

■ **Justification for the Machines**—Many of the machines need no justification, as they are already part of most existing machine courses. However, a statement is needed to explain why certain quantities were specified and why some items were placed under "basic" and others under "desirable additions" headings.

• **Typewriters.** Electric machines have become so popular in the last few years that graduates will undoubtedly find one or more of them in the offices to which they go. In the "multiple" high school, enough electric typewriters should be available for use in the office-practice course in place of manually-operated machines. This permits the worker who will use this type of machine to become well adjusted to it before he enters business.

Small schools probably cannot afford a Vari-typer, but this machine has be-

come so vital to full use of duplicating equipment as to force its inclusion into school programs wherever possible. Typewriters with gothic, primer, and executive (proportional spacing) type do little more than add further variety to the type possibilities of the Vari-type.

• **Duplicating Machines.** Most schools already are equipped with a stencil-process duplicator of one type or another. Some schools have a liquid-process duplicator singly or in addition to the stencil duplicator. However, both machines are extremely popular; the operation of both is basic to the background of a business graduate.

The addition of the gelatin duplicator is questionable, since only a few specialized businesses now use it. The justification for including it is the fact that the investment is small and the learning time is short.

The addressing duplicator has been added to the "multiple" school listing because large urban areas make considerable use of one or more types of this equipment. Only where the single school is located in a large urban area, or near to such an area and the demand for its inclusion is heavy, can it be justified.

The offset, printing, and photographic duplicators have not been listed as basic multiple high school requirements because of the difficulty of learning how to use these machines and the cost of the equipment involved. For many schools they may well be placed on the basic list, but only after a survey justifies this addition.

• **Dictation Machines.** There are too many Ediphones and Dictaphones in use to need to justify their inclusion on the "basic" listing. However, only the latest models of these machines should be purchased or rented, if older machines are not in general use in the community. The old, cylinder-type models require three parts for complete operation: dictating, transcribing, and shaving units. The newer "belt" models do not require shaving units.

Disc recorders, such as the Sound-Scriber and Audograph, are fast encroaching on the cylinder-and-belt market and creating new users of their own. Thousands are now in operation, and the well-rounded business worker, particularly the secretary, must know how to use them. They are a "must" in the school in larger urban areas.

Wire and tape recorders have gotten off to a slower start than the disc recorders, but the wire and tape machines are currently cutting down the lead. The versatility of these machines is creating a whole new area of use in business, as well as cutting into other dictation-machine sales.

• **Figuring and Bookkeeping Machines.** The full-keyboard adding machine, the rotary calculator, and the key-driven calculator are listed as basic for the "single" high school because these machines provide most of the operations needed by all business graduates. Where the school can afford it, the 10-key adding machine can profitably be added.

The printing calculator is a composite machine that the "small business" man is finding very valuable. It provides him with an adding-calculating machine having the advantage of type listing. The increased use of this machine can be seen from the fact that Underwood has also stepped into the market and foreign makes have recently considerably increased their advertising in the United States. Most large urban areas include more and more of these machines in their equipment listing.

The small bookkeeping machine has become very popular. Increased demands for accounting information is forcing even "small business" men to find some faster and more economical way to produce the figures desired. In large urban areas the sales of heavy accounting equipment are considerable.

• **Instructional and Advertising Machines.** Many readers may question the authors' inclusion of these machines. However, business is calling on these machines to do two jobs: to make their instructional programs more effective, and to sell more goods.

The thousands of sales films and filmstrips now available attest to the effectiveness and use of these machines. While schools pioneered the use of these machines for instructional purposes, business was far from slow in adopting them also. Relatively few large businesses are without their advertising (to customers) and instructional (to staff) programs. Schools are leaning heavily on the materials they produce for classroom use. Small businesses are (and increasingly will be) awakening to the need for their integration into the business program.

Business departments, with their machine courses, are the logical training department for these machines—who more so? In many cases the department will have to share equipment with the audio-visual department of the school, which acts as a service rather than an instructional department.

The 16mm and filmstrip projects were the two chosen as basic to the "single" high school because these are the machines most popular in business and education. However, where financially feasible, as many of these machines as possible should be added to the teaching program.

Why High

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■ **Underestimated**—If you were to ask other teachers why, in their opinions, D.E. students enroll for the course, the answers would probably run like this:

They want to be able to get out of school early every day.

They want to earn some extra money while they are still in school.

They need money to stay in school, and D.E. is the only way they can earn it.

They think it's easy to pass.

They failed so many other courses that there was nothing else left.

• **Such opinions** are critical of students. Such opinions are hardly complimentary; they reflect a kind of scorn of the students, of their motives, of the course.

• **Are such opinions valid?** It is important to know.

■ **A Study of Motives**—The writer conducted a study, Factors Influencing the Selection of Distributive Education by Ohio High School Students, to find out what the students' most important reasons were for taking the D.E. program.

The study canvassed all the students taking D.E. co-operative training in Ohio schools in the spring of 1950. A questionnaire was sent to each of the 999 pupils participating in the program. To safeguard the frankness and validity of answers, the questionnaires were distributed through students, were collected by students, and were returned to the writer by students. The coordinators did not handle the questionnaires at any time.

• **Replies** were received from 716 pupils—500 girls, 216 boys. This constitutes a return of 72 per cent.

■ **Why They Take the Course**—

• **The boys** signified the following reasons as those that influenced them most in choosing distributive education. The reasons are arranged in the order of frequency of preference:

Wanted to know about the different phases of business.

Wanted the work experience the distributive program offered.

School Students Take Distributive Education

Felt that time spent in distributive education would be better invested than time spent in other high school courses.

Believed that D.E. training would make job getting easier when they graduated from school.

Wanted to earn extra money.

• *The girls* arranged the reasons in a different order of influence:

Wanted the work experience the distributive program offered.

Believed that D.E. training would make job getting easier when they graduated from school.

Wanted to know about the different phases of business.

Felt that time spent in distributive education would be better invested than time spent in other high school courses.

Wanted to earn extra money.

• A small per cent of the pupils, both boys and girls, checked the following as other statements of influence:

Thought D.E. the only worth-while course.

Needed money to remain in school.

Thought it would be an easy course.

Were unsuccessful in other work.

Thought salaries would be higher for those trained in D.E.

■ **Centers of Interest**—The pupils were asked to indicate which *phases* of the distributive education program interested them most.

• *The boys* listed the following:

Retail store management
Salesmanship
Advertising
Buying

• *The girls* listed the following:

Salesmanship
Personality development
Design and fashion
Buying

Most of the students were then engaged in co-operative work and were in the advanced stages of their training program, so they already had introductory salesmanship; nevertheless,

less, the majority revealed that this phase of the program interested them the most.

• *Courses* in which students were most successful (before starting co-op activities) were, with one exception, closely related to the content of D.E. spheres of activity — *salesmanship, typing, business arithmetic, merchandise information, bookkeeping, speech, art, economics*.

While 39.2 per cent of the girls indicated that they had done their best work (before entering the D.E. co-op program) in typewriting courses, only 8.9 per cent indicated proficiency in shorthand. About 15 per cent of the girls indicated stenographic work was their third-place vocational choice.

■ **Pupils' Objectives**—When asked for what types of jobs they wanted training, boys indicated that they were interested in:

Owning their own stores
Working as salesmen
Working as professional buyers

The girls indicated that they were interested in receiving training for—

Working as saleswomen
Working as professional buyers

■ **Most Important Reasons**—Each student was asked to go over his answers and indicate the three most important reasons for his selection of the D.E. program. The answers were weighted by the writer, to compile a special table. A first choice was given a weight of 3; second choice, a weight of 2; and third choice, a weight of 1.

• *Boys* gave as the most important reasons in their selection of distributive education the following, in the order of the weighted scores:

Learning the different phases of business
Owning my own store
Getting work experience
Feeling that time spent in D.E. is more useful than in other courses
Wanting salesmanship training

• *Girls* gave the following as the most important, also in the order of weighted scores:

Getting work experience
Feeling that time spent in D.E. is more useful than in other courses
Developing personality
Getting salesmanship training
Feeling that job getting would be easier after graduation

■ **Conclusions**—Two conclusions stand out rather clearly when one summarizes the pupils' responses. They are:

• *The basic nature of the co-operative distributive education course seems to appeal to most pupils.* "Learning the different phases of business" and "getting work experience" rank at the top of the most important objectives that underly the co-op D.E. program—as shown by this excerpt from the *Ohio Plan of Distributive Education*:

The purpose of the distributive education program for in-school youth is to prepare the individual for initial employment in a distributive occupation . . . and . . . to acquaint him with the opportunities in this field.

• *The criticisms of D.E. students' motives have some basis, but are not nearly so valid as is commonly supposed.* It is possible that some local programs are open to criticism for allowing to enter the program pupils whose primary motives are getting out of classrooms, who want simply to earn pocket money, who have failed in other courses, or who hope the course will be easy.

When considering a whole state program in its entirety, however, none of these unwholesome reasons is found to be a principal influence in motivating pupils to select D.E.

■ **Suggestion**—Why not survey your pupils? If the reasons they give are the unwholesome ones rather than the expressions of sincere professional interest generally stated, you will know that your program—and especially your methods of pupil recruitment—is subject to re-evaluation.

Sense of Values

If you have never polled your D.E. students to see why they are in your class, you probably will after you read this article.

Their motives are deeper and better-thought-out than most teachers and counselors give them credit for. This article is a follow-up of the author's "Recruiting D.E. Students Via Guidance," which appeared in the December, 1951, issue.



Air Transport: Priced for Mass Travel

Air travel is on the verge of becoming a mass-transportation industry. And the Civil Aeronautics Board, which for so long fought the trend, this time is leading the way.

At the Board's suggestion, most of the big domestic airlines have announced plans to increase their aircoach services and to lower their aircoach fares drastically. This will put the scheduled airlines into direct competition with the nonscheduled lines for the first time. It may also start the nearest thing to an out-and-out rate war that the nation's air-transport industry has ever seen.

■ **Luxury at a Price**—The airlines started out as a means of transportation for the rich—or at least for the well-to-do. Flying has always been a good bit more expensive than competing forms of transportation. To justify the higher price, the airlines offered, first of all, speed. But they also offered luxury—plenty of leg room; free meals; service by trained stewardesses.

When an airline wanted to get passengers away from other airlines, it didn't lower its rates (CAB wouldn't allow that). It offered more luxuries.

■ **Less Leg Room**—This philosophy be-

gan to break down shortly after World War II. At that time a lot of ex-Army and ATS pilots wanted to keep on flying. They took a look at commercial aviation, decided that luxury wasn't necessary; that speed alone could sell air travel—if the price was right.

So they bought up war surplus planes, converted them, and went into the air-transport business. They cut leg room to an absolute minimum by squeezing as many seats into a plane as would fit. They cut out the free meals. They carried no stewardesses—or at most one to a plane, regardless of the number of passengers. They cut fares far below those offered by the regular airlines. And they made money.

One reason they made money is that they flew only the routes on which there was always plenty of demand for transportation—while the regular lines, to hold the franchise, had to service all the intermediate money-losing points, too. But, basically, they made money because they offered a service that people wanted at a price people could afford to pay.

■ **"Skeds" Follow Suit**—A few of the scheduled airlines got the point. Pan American inaugurated low-fare, frill-

less flying between Puerto Rico and New York. Among the domestic lines, first Capital, then TWA and others picked up the ball. But most of the scheduled lines didn't like the idea.

And, much more important, CAB didn't like it either. The Board grudgingly allowed the scheduled lines to try aircoach on an experimental basis. It granted coach certificates for a year at most; sometimes for as little as six months. It insisted on a minimum of 4¢ a mile as against the nonskeds' 3½¢ or 3¢, and just a year ago it forced the scheduled lines to boost coach fares to 4½¢ a mile. For a long time, it insisted that the scheduled lines offer coach service at inconvenient hours.

Despite these restrictions, the scheduled lines made money on their coach operations. And despite the new competition, the nonskeds' coach business continued to increase and prosper.

■ **Booms First Class**—CAB, and many airline executives, had figured that low-cost air transportation was bound to cut into the business of the first-class flights. A lot of people who would ordinarily fly first class would switch to the lower-cost flights if they were available.

It was perfectly logical, but things worked out just the opposite. The coach flights not only failed to steal business from the first-class flights; they actually increased first-class business. Many people flew for the first time on the aircoaches, then upgraded themselves to first-class flights for the next trip.

■ **CAB Wakes Up**—CAB finally began to overhaul its thinking a few months ago—recognized that a new mass market had been created, and it decided the scheduled airlines should cut in on it.

First evidence of the Board's awakening came last month, when it officially recommended that the U.S. trans-Atlantic carriers fight for coach fares at the recent international Air Transport Association rate conference.

Early in December the Board completed its about-face. In an official policy statement, it urged the domestic scheduled carriers to expand coach service "promptly and substantially" and to lower coach fare (it didn't fix any minimum, either).

■ **On the Bandwagon**—United Air Lines was the first to comply, and it went further, perhaps, than the Board had anticipated. United's president, W. A. Patterson, has always been among the staunchest opponents of coach fares. Now, he seems to feel, is the time to get the foolishness over with. So United pared its fares down to the nonskied level, even to the extent of charging less (\$88) for a New York-San Francisco flight than for the eastbound trip (\$99) because there's more demand eastbound than westbound.

"We will watch the experiment closely," says Patterson, "and eventually either abandon or expand the low-cost service, depending on results."

TWA was the next to join up. It will charge \$99 between New York and Los Angeles (either way); \$32 between New York and Chicago. Two days later American announced its new coach fares, the same as TWA's.

This means that TWA and American fares will be higher than United's on the one run on which they're strictly competitive—New York-Chicago. But United will fly DC-4s; TWA and American, faster, more comfortable Constellations and DC-6s, respectively.

■ **Miami Trade**—The New York-Miami run will provide a similar laboratory. National has been offering a nonstop daylight DC-6 coach service for \$58. Now it plans to offer DC-4 coach service, not necessarily nonstop, for \$43—in addition to its de luxe service at \$75.50. Eastern Air Lines, which competes with National on the New York-Miami run, is sticking to the old \$53 coach fare on its DC-4s.—Reprinted with permission from *Business Week*.

Yes, Spelling Can Be TAUGHT!



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■ Who Does Know How to Spell?— "How is *your* spelling?"

Ask this question of your friends, and at least 90 per cent (and that is generous) will say that they cannot spell and never could. Usually the answer will be accompanied by a laugh and a shrug, indicating hopelessness and helplessness about the whole subject.

Ask the business executive about spelling, and he will reply that he doesn't know much about it but relies on his secretary.

"She must be able to spell accurately 100 per cent of the time," he will probably add.

Since the secretary must write perfect letters, *she* is the one who must have a thorough knowledge of spelling and syllabification; and it is up to the business teachers to see that she gets it during her training period.

■ **Can Spelling Be Taught?**—People have asked me how one can teach spelling.

"Is it possible?" they ask.

My reply is that *anybody* can gain this knowledge by using correct techniques. In my own recent book,¹ I argue

ranged lessons so that the student can learn certain principles of orthography; but, as in every subject, the results achieved depend on vividness of instruction and student effort.

■ **What Spelling Principles MUST Be Learned?**—For the secretary, the accuracy of spelling cannot be overemphasized. A businessman places full responsibility on his secretary to turn out accurate letters and reports. The mechanical details must be perfect in order to create confidence and good will in the mind of the reader.

Criticisms by employers indicate that more emphasis should be placed on teaching spelling so that secretaries will know how to spell common words, when to use hyphens, and how to apply the rules for editorial syllabification. A student who has learned the essentials of spelling will be aware of the necessity of consulting a dictionary when she is not absolutely sure of the spelling, usage, hyphenation, or division of a word.

- **Basic Rules.** Knowledge of a few basic rules is invaluable to the secretary, such rules as those concerning—

- doubling final consonants
- forming plurals
- dropping or retaining *e* before suffixes
- changing *y* to *i* or keeping *y* when followed by a plural form or a suffix
- ie* and *ei* combinations
- exceptions to rules governing the above—

should be thoroughly mastered. Not only should these rules be memorized, but words illustrating their application should also be studied.

- **Editorial Syllabification.** Whenever it is necessary to divide a word at the end of a line in printed or typewritten matter, specific rules govern the syllabification. The idea of Syllabification is a new principle to the average student, and the rules must be learned and their illustrations studied. In class tests, the student should write every word showing the division that would be used if that word had to be syllabified in a letter. Illustration:

The teacher dictates *readily*.
Students write *read ily*.

The teacher dictates *holiday*.
Students write *holi day*.

This is the way these words should

¹ Mary Elizabeth Chute, *The Secretary's Speller*. New York: Rinehart & Company, 1951.

be divided according to editorial rules. Repeated practice of such drills establishes the principle in the minds of the students and will save time not only in the transcription class but also in the business office.

• **Mnemonics.** Occasionally it is of advantage to use some device that will implant in a student's mind the way to recall the spelling of a troublesome word.

For example, *all right* will never be forgotten if associated with *all wrong*, which nobody ever writes as one word! And if *piece* cannot be learned easily, perhaps the suggestion of *PIEce of pie* may help if the first three letters are pointed out. However, too many ideas used to make one remember often results in confusion.

• **"One or Two Words?"** A few specific rules govern the writing of compound words as one word, such as those beginning with *over*, *under*, *anti*, and *semi* and those ending with *holder* (examples: *overrate*, *understudy*, *antifreeze*, *semiannual*, *stockholder*). Many compounds, however, are written as two words or are hyphenated (examples: *post office*, *stock room*, *by-product*, and the noun *trade-in*).

The majority of these troublesome one- or two-word or hyphenated compounds can best be learned by memorizing, by repeated study, and by frequent usage.

• **Hyphenation.** The correct use of the hyphen is very important. Many lessons should be devoted to this aspect of spelling, so that a student will understand one-thought modifiers, the hyphenation of numbers, adjective and adverb compounds, and similar recurring problems.

The rules covering hyphens should be learned, and illustrations to supplement the rules ought to be used by the instructor. A good secretary *must* understand when to use the hyphen.

(Editorial syllabification refers only to the division of a word at the end of a line in printed or typewritten matter;

whereas hyphenation covers a much larger field. The terms are not synonymous.)

■ **Spelling, a Class Activity**—What can the instructor do in class to improve the work of the prospective secretaries?

- *She can dictate daily* a specified number of words based on the homework assignment given the previous day and words she knows have been frequently misspelled in past lessons. Then she can read back the correct spelling and syllabification, going over the list carefully in order that the students may know immediately what errors they have made. (Often a student will gain by rewriting several times the words missed; but unless this is done conscientiously, the point is lost and no learning is achieved.)

- *She can assign* the next day's lesson and then the class can spell all words aloud, correctly syllabifying them. Any extra time at the end of the class period can be used advantageously by having the class spell in unison as many review words as possible. It is advisable to select common hard-to-remember words or to choose one spelling rule and dictate only those words which illustrate it. *Experience has shown that spelling is learned best by repetition.* Just as a vocabulary is increased by the repeated use of new words, so correct spelling can be mastered by constant practice.

■ **Spelling, a Homework Activity**—What can the student do at home so that she will come to the spelling class better prepared?

- *Each day she can review* rules, learning to recognize *how they apply* to the current assignment.

- *She can study the words* (1) by saying them aloud according to syllables, (2) by spelling aloud, (3) by having a member of the family dictate the words, and (4) by checking the ones spelled wrong and studying them again. Such dictation should not be given immediately after study, for then the dictation would not be a true test of whether the words had really been mastered.

- *She should study at home* by consulting the dictionary for definitions of unknown words.

■ **Summary**—Although a secretary may take shorthand at 150 words a minute and transcribe her notes without a typing error, a letter cannot be mailed if it contains a single misspelled word.

A secretary is only as good as her spelling. Cartoonists and jesters delight in poking fun at the poor little stenographer. To employers, teachers, and secretaries, the prevalence of these jokes is not a laughable matter; it is a challenge to instructors and to students.

Spelling can be taught.

Spelling must be learned.

FALLACIES

in Teaching

TYING

(Nos. 13-15, Last of a Series)

DR. A. E. KLEIN

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■ **Fallacy No. 13: "Never Use Straight Copy for Testing"**—There has been a tendency in modern literature to deprecate the use of straight copy for testing purposes on the ground that such tests are in many respects artificial. They are said to have no relation to the kind of typing work carried on in an office. This may seem true; but practice in taking such timed tests should be given if for no other reason than that most employment agencies, personnel departments, and Civil-Service boards still resort to them as a quick means of measuring a typist's skill. And naturally so, for straight-copy tests are the most direct measure we have of a student's typing ability.

• *To use practical work* as the sole measure of typing skill is to introduce factors that obscure the student's true typing speed. An individual may be slow in typing letters, not because he has a low typing rate but because he has not learned how to organize his work, how to assemble papers rapidly, etc. Once taught efficient methods for performing these acts, he may soon become expert. But, if it is basic typing skill that is the cause of his slowness, this fact will not be readily apparent in a test on practical applications.

If, for example, we know the typing speed of pupil A to be equal to that of pupil B and know also that B is able to produce more letters, bills, etc., in a given unit of time, we know im-



"D i c t i o n a r y."

mediately what is causing A difficulty. Then we can go about remedying the situation.

Typing speed tests, therefore, can help in increasing a pupil's production rate by laying bare the student's specific weakness, which is necessary to applying a remedy.

• *Straight-copy tests serve also as a ready measure of a student's progress, just as do shorthand speed tests. In addition, the keeping of a record of his scores on typing speed tests serves as an incentive towards building a higher speed.*

Why should we desire to spend time acquiring a higher speed on straight copy when such typing is seldom done in the office? The answer is quite obvious. Other things being equal, we know that the person who can type faster on a straight-copy test *will*, or at least *can*, produce more work in the office. If two people have about the same intelligence, have acquired the same facility in assembling papers, and have learned to organize their materials efficiently, the one who can type the faster on straight copy will also be the one who produces more in the office. An Albert Tangora, a George Hossfield, or a Margaret Hamma could probably produce more than twice as much in an office in a single day's typing as a 60-word-a-minute typist could.

• *Conclusion:* Straight-copy tests should be given from time to time because the student may be called on to take such tests as an employment requirement; because they serve as the most direct measure we have of typing speed; because they serve as an incentive towards higher speed goals; and because they serve as an instrument for detecting student weaknesses.

■ **Fallacy No. 14: "To Develop Speed on Ten-Minute Writings, Give Students a Great Many Such Writings"**—Speed, psychologists tell us, is most rapidly developed through short, intensive efforts. If your students are striving to attain a rate of 50 net wam for ten minutes, you can get them to this point more quickly by having them attain 65 or 70 wam for one minute.

• *Some teachers believe that the student needs to develop "endurance," and that he will not develop this power if he is not given a great many tests of sufficient length. Development of endurance, they believe, will prevent his speed from falling off rapidly during the last half of the test.*

Teachers believe this to be true because they know the student can type 50 wam for one minute. Why can't he do it for ten minutes? To them, the answer appears to be simple enough—he can't because he hasn't developed "endurance."

• *There is a fallacy in this reasoning, and it lies in the fact that there is no such quality as typing endurance *per se*. It is a physical impossibility for anybody to keep typing for five or ten minutes at the best speed of which he is capable for one minute. The records made by expert typists prove this, for if any group has had an opportunity to develop this power it is this group. In a Professional contest they are required to type for one hour. In the contest held in 1917, Margaret Owen, a former champion, wrote 143 wam for 60 minutes. A year later she made a record on a one-minute timing on a standard machine that still stands—170 actual wam. This represents a difference of 27 w a m.*

Here is a champion whose contest achievements best illustrate the principle that speed is simply a function of time. In fact, speed is an *inverse* function, since it decreases as the time increases. The student can type for ten or fifteen minutes without any trouble, just as he can take shorthand for five minutes. But we don't expect his speed on a five-minute shorthand speed test to equal that on a one-minute test. And no matter how long he practices, he will never achieve that goal. We know this fact to be true in athletic contests. For example, the world's record for the 440-yard dash is about 2.3 that of the world's record for the 220—not twice as much. The record for the 880 is approximately 5½ times that for the 220—not 4 times as much.

• *Conclusion:* You need not worry about developing your pupils' "endurance." If you would have them achieve a specific goal for ten minutes, simply try to have them achieve a goal of approximately 20 words a minute faster on one-minute timings. After this one-minute rate has been accomplished, give several ten-minute timings to see if these pupils have achieved the desired objective. If they have failed to do so, have them strive to increase their speed still further on the one-minute timings (the assumption is being made, of course, that reasonable accuracy standards are being maintained).

This is not to say that the speed you desire the typists to attain cannot be achieved by giving your pupils mostly the longer tests; it is simply that you can attain your goal *much more rapidly* by having them strive for a much higher speed on short, intensive tries.

■ **Fallacy No. 15: "Use Difficult Material for Speed Building Purposes"**—Perhaps this idea had its origin in the educational theory of mental discipline, which is still fashionable in some quarters. "Place all the obstacles in your students' path that you can," the advocates of this theory say. "This will develop their character and teach them to concentrate." Perhaps.

A Review of the "Fallacies"

It is fallacious to believe—

1. That "it is best to introduce all the alphabet reaches in the first lesson."
2. That "it is best to take 20 to 30 periods to teach the alphabet reaches."
3. That students should "do it like the expert, right from the start."
4. That the teacher should "demand perfect accuracy right from the start."
5. That "using blank keys will keep students from looking at the keys."
6. That "teachers should 'prowl' the aisles to verify typing techniques."
7. That "every student should have a keyboard chart" to study.
8. That "students should be made conscious of the 'how' of their typing."
9. That "pupils should be taught word-level typing very early in the course."
10. That teachers should "mention every detail of correct posture each time students sit down to type."
11. That teachers must "use remedial drills for every error students make."
12. That teachers must "correct every paper."
13. That students should "never use straight copy for testing."
14. That "to develop speed on 10-minute writings, give your students a great many such writings."
15. That students should "use difficult material for speed-building purposes."

The series began in October, 1951.

• *Our goal in vocational typing is clear and simple—the development, in the shortest possible time, of sufficient typing skill and knowledge to enable the pupil to perform office typing tasks at a commercially acceptable rate of speed. Since we do desire to develop this skill in the shortest possible time, our methods should be adapted toward that end.*

Again, we must look to the psychologist for advice. He tells us that the best type of material in building skill is *easy* material. First build speed on easy material, because it is simpler to achieve speed in a shorter time. Then *gradually* increase the difficulty of the material. Remember, "nothing succeeds like success."

• *Using difficult material from the outset is like trying to teach someone to swim fully clothed, on the theory that if he can stay afloat thus handicapped, he will certainly be able to accomplish this feat clad only in his bathing suit. From experience, we know the reverse of this procedure will produce the quickest results. First teach the youngster to stay afloat in his bathing suit, and you won't even have to teach him how to swim fully clothed. Once he has acquired the fundamental skill, he can learn to perform tricks in a short time. To use tricks (difficult material) as a basis for laying a foundation is to invite disaster.*

• *Conclusion:* Typing skill is developed most rapidly by using easy material. When the student has achieved the desired speed on such material, he can soon learn to maintain it on more difficult material with very little extra effort.

[End of Dr. Klein's series]

Methods of Teaching Filing, 7: How to

Teach the Finding of Misfiled Material

DR. CHARLES B. HICKS

College of Commerce
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■ **Why Teach "Finding" in Filing—** The most important part of filing is, of course, *finding*. The *purpose* of filing is finding. The *test* of filing is finding. A letter that cannot be found has certainly not been filed properly.

Much of our teaching emphasis, therefore, should be on finding material that has been filed—or *misfiled*. Skill in finding does not come as a natural result of knowing filing rules or working through various filing systems. Skill in finding must be taught and *must be practiced* in the classroom. A good teacher of filing provides many *finding drills* when teaching filing.

• *It's no joke.* The problem of finding filed material is a most frequent subject of cartoons. My favorites—

—the secretary who, in the office, can zip 1890 material from a file in one second flat, but can't find bus fare in her purse.

—the secretary who really hadn't *lost* a letter, because the janitor did find it when he swept behind the files.

—the secretary who said she could find any letter in five seconds if she knew where it was.

—the secretary who says to her boss, "Do you have to have it *today*? I'm sure I'll run across it by accident tomorrow."

—the boss who calls to a secretary who has climbed half-way into a file, "Don't bother—it's not *that* important."

—the secretary who makes herself "indispensable" by developing her own filing system.

—the "miscellaneous" drawer, filled with tennis rackets, golf clubs, lamps, and fly swatters.

• *Little Help Given.* Few books or chapters on filing tell students what to do when filed material cannot be found. One text¹ allows one error in 100 pieces as an allowable maximum for filing accuracy; in a busy office, however, even that seemingly narrow margin for error would mean several misplaced letters a day—letters that would have to be found somehow.

Perhaps we should not expect students to know where everything *isn't* as well as where everything *ought to be*. But complete filing instruction *should* include the techniques of finding misplaced papers. In bookkeeping we teach students what to do when debits do not equal credits or when the check-

book balance does not equal the bank statement balance. In shorthand we suggest helps in deciphering poor shorthand outlines. In filing, similarly, we should teach students what to do when a filed letter cannot be found. In short, we should teach them the technique of finding "the needle in the haystack."

■ **How DO You Find Needles in Haystacks?**—Since few books give many techniques for locating misplaced papers, perhaps it would be wise to suggest here a fairly comprehensive list of finding methods.

Let's take this as our problem: We must find the letter from James Jones, Inc., dated January 10, 1952. We look under Jones—but, no letter. Where is it?

The following clues will uncover most, if not all, misfiled material:

1. *Look in front of the proper folder.* The first place to look for misfiled papers is the folder immediately in front of the folder in which the paper belongs. This type of error is an easy one to make. A quick look through the "before" folder will often uncover the missing paper.

2. *Look behind the proper folder.* The second place to look is in the folder immediately behind the folder in which the paper belongs. Perhaps we'll find the James Jones, Inc. letter here. If not, the search continues.

3. *Look between folders.* Often papers don't quite make the before or after folder, but are slipped in *between* folders. Inexperienced file clerks frequently make this mistake.

In fact, many students in the early stages of filing, especially after working with cards and no folders, believe that letters should be placed *after* folders rather than *within* folders—especially when single captions are used on folders and guides. In many systems the caption is an individual's name, such as Brown, and students are not aware that the "Brown" folder is intended for all material from Brown to the next caption, probably starting with a "C."

4. *Look under the folder.* At the bottom of the file drawer—that's a strange place to look! But how easy

it is for a paper originally placed outside a folder to slip—gradually—under all the folders.

This won't happen when guides are on a long rod at the bottom of a drawer, but all guides are not attached in such a manner. Occasionally, in fact, an entire folder will slide under other folders in a file drawer.

5. *Look for transpositions of names.* The James Jones, Inc. letter could easily have been put into the *James* folder—either through carelessness, failure to follow filing rules, or because those rules were misunderstood. Hyphenated names like *The Jones-Smith Company*, or *Allen Wharton-Bickford* are very apt to produce this type of filing problem.

6. *Look for abbreviated names.* Perhaps the letter from James Jones, Inc. was signed *J. Jones*. That's a clue. It should, of course, have been with the rest of the correspondence under *James Jones, Inc.* But check under *J. Jones* to see if the letter was filed under an abbreviated title.

Any teacher who has used the 200 cards in the Remington-Rand filing material knows how often students misfile G.A.R. by placing the card with the *Ga's* rather than with the *Gr's* (Grand Army of the Republic).

7. *Look under similar names.* The 36 ways of spelling *Baer*, the 29 ways of spelling *Snyder*, etc., produce many possibilities for misfiling material. A quick check of the other possible spellings of a name may uncover the object of the search. *Jones* might be *Joans*, *Johns*, *Joens*, or even *Janes* or *Janis*.

8. *Check your out-cards.* If *out-cards* have been carefully used, there will be a record of any material that is out of the file. An *out-card* should be consulted first in our search for the paper. If the notation is there as to who has the letter, our letter has been traced.

However, many secretaries do not prepare *out-cards* for material removed by themselves and referred to their immediate employer. To compensate for this, their first rule in locating lost material is to look on or in the employer's desk. This happens to be a very good place to look for much misplaced material.

9. *Check for cross references.* If a cross reference has been made for a letter, it is an easy matter to find the letter even though the letter and the cross-reference sheet are reversed. Often, however, a letter that should be cross referenced is filed in the less important folder and no cross reference notation is made.

A check of previous correspondence will usually give clues to this type of error. Read through the previous cor-

¹William H. Leffingwell and Edwin M. Robinson, *Textbook of Office Management* (New York: McGraw-Hill, 1943), page 188.

How to Find a Misfiled Letter or Paper

1. Look in the folder just *before* the folder where it should be.
2. Look in the folder just *behind* the folder where it should be.
3. Look in the space *between* the folders on *each* side of the folder in which it should be.
4. Look *under* the folders—it may have been slipped between folders and then slid down under them.
5. Look for transpositions. *James Jones* may be under *James*.
6. Look under possible abbreviations. *James-Jones, Inc.* may be under *Jones, J.* because John Jones signed the letter.
7. Look under similar names. *Baer* may be spelled 36 ways.
8. Look at your out-cards. The letter may be on someone's desk.
9. Look for possible cross references, even if no cross-reference slip is there. Read correspondence for clues.
10. Look for paper clips. They have a way of snatching up papers.
11. Look in your "To Be Filed" folder or tray, especially if you have been too busy to keep up with the daily filing.
12. Look in the Suspense folder or file. Your letter may be part of a pending contract.
13. Look into the characteristics of the system you are using:
 - a. *Subject filing*—what other subject might have been picked?
 - b. *Numeric filing*—what other code number might be used?

—Charles B. Hicks

respondence with the constant question, "Where *might* this have been filed?" Each time a possibility is suggested, check in the proper folder. For example, other correspondence from James Jones, Inc., might have mentioned a subsidiary named Maxwell and Kent. Check under Maxwell (and under Kent, too) to see if, by mistake, the letter sought has been filed there.

Too, the letter may have come from the cashier, Thomas Black, and been filed by mistake under his name instead of in the company folder. Each possibility has to be traced carefully.

10. Look for paper clips. Paper clips can cause some of the most hard-to-solve mysteries in the file drawers. Any paper clip, in any place, at any time, can very quietly pick up the letter you're looking for and deposit it any place in the file.

To locate such a misfiled paper may take hours. There is only one way to do it. Start at the beginning of the file and look for paper clips. Check every paper clip to see if the lost letter has been picked up by the paper clip. One such search should cure you of putting "clipped" papers in the files. Next time, use staples instead.

11. Look in the "To Be Filed" tray. We've assumed here that material has been filed daily—as it should be. Occasionally, however, the material to be filed *hasn't* been filed, and a quick search through the "To Be Filed" tray or folder will uncover the material.

(You should see *my* office—with no secretary; the 1950 letters are in the southeast corner labeled "To Be Filed." March letters are approximately two feet from the floor. Next year, I'll have to move or start filing.)

12. Look in the Suspense folder or file. Frequently material remains in a state of suspension for many months, or even years. Action is pending, the material is under consideration, and of course all correspondence relating to a particular subject would be held in suspense with this subject. The Suspense File—or possibly drawer in a desk—often uncovers a "lost" paper.

13. Check the special characteristics of the filing system used. Subject files lend themselves to misfiling due to different interpretations of, or synonyms for, related subjects. Extensive cross referencing will not always control this possibility.

Numeric files may produce coding errors and transposed numbers. A transposed number can be checked quickly. If the letter should be filed under 74, check under 47. If the proper code number does not produce the desired letter, code numbers of related subjects may; but there's no clue when the file clerk or secretary looks up the proper code number then puts down

her boy friend's telephone number!

Perhaps 13 is an unlucky number of clues. It should be. If the material cannot be found after following these steps, it truly is unlucky.

■ How to Teach the Finding Techniques—How should these clues be taught? The *simplest* method would be to tell your students what to do when they cannot find filed material; telling is not the *best* procedure, though. Let your students develop the list—secretarial students at Ohio State University developed the preceding list. Your students can probably add to the list and will certainly suggest most, if not all, the items I have given.

• **Opportunity.** Suppose Susie Smith and other class members cannot find a certain letter as you call for letters that have been filed by students in their miniature filing sets. This is your opportunity to bring in a short lesson in *Finding*.

You might say, "We know that letter is somewhere in the file. Where *might* it be?"

As your students suggest possibilities, you list them on the board. Your final list will contain many of the suggestions in this article.

• **Demonstration.** As various clues are suggested, take a miniature file and show exactly how to track down each clue—possible transposed names, adjacent folders, a Suspense file, possible coding errors. Merely listing on the board is not enough. Be sure the students know exactly what is meant by each clue.

• **A "Loaded" File.** An ambitious project, but well worth the trouble, would be to take a set of 75 miniature letters. Intentionally misplace (not at random, but with a degree of probability) about a dozen letters. Have students find the misplaced letters, telling exactly *where* they found the letters and *how* they found them.

• **Groups.** Small groups—three or four students—working together on a "loaded" file can learn together, discussing possibilities and searching for the misplaced letters. This method reduces the number of "loaded" files that would have to be prepared and gives students an opportunity to work together, sharing their ideas, as they search for the letters.

• **Keyless Checking.** Check students' files by calling for letters rather than following a key from the front of a file to the back. When a student cannot find a letter, he should raise his hand. Take class time to trace the letter. Other students participate by suggesting places where the letter may be. Usually several students—rather than one—will misfile a certain problem letter, and class time is well spent in searching for the missing material.

• **Other Aids.** Posters, blackboards, cartoons, articles on the importance of filing and finding, skits—all these, of course, help in teaching students how to find material that has been filed—or misfiled.

LETTERS

Who Needs Motivation?

■ Dear Editor—Do we ever hear of teachers' being motivated? No, sirree! Just the dear *cherubs* come in for the pepping-up.

Comes the last period of the day. Typewriters have been tapping in your ears for hours. But the show must go on, just the same.

• **There is Henry** in the front row. He tries so-o-o hard but understands so-o-o little. You just said, "Put the date flush with the right-hand margin"; Henry's hand flags your attention: "What is today's date?"

You, the teacher, have practically entered the black market to get a calendar with letters big enough to be seen all over the room; but Henry **STILL** wants to know today's date.

• **Survey with me** my conglomeration: half a dozen superior ones, most of them average, and the rest "flunkies." We are ready to say, "Begin."

A hand waves.
"Do we include the title?"
Teacher taps her foot and lets someone in the class explain that we have **NEVER** in the past included the title and, therefore, today will be no exception.

Ready again—but wait! Precious shoe leather wears down some more while you visit Miss Helpless to inform her that her machine doesn't write because the ribbon key is on white.

Now, what do you suppose *she* was doing during the warmup period?

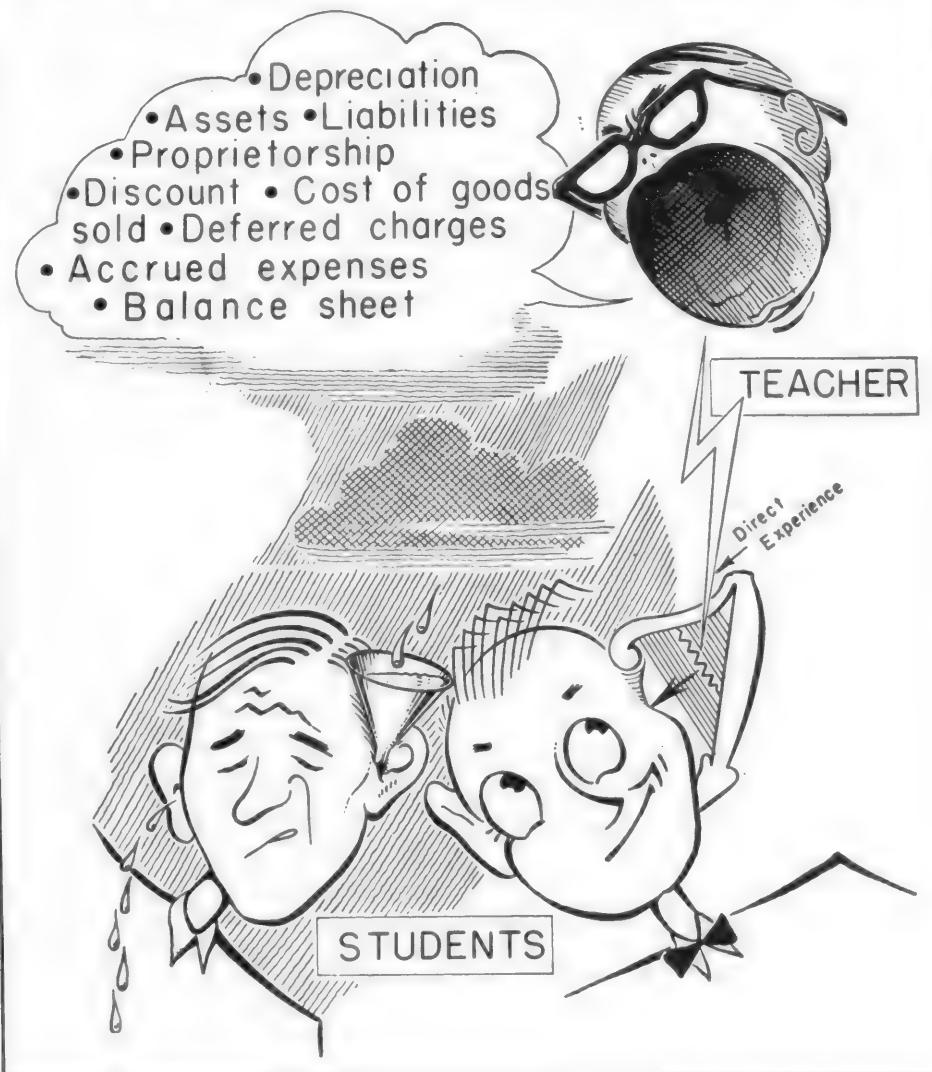
• **They do look like** such lambkins as they skim over the keys. Surely, today, you pray, they will write with less than 150 errors. Time is called. Papers out. There isn't a quiver of an eyelash as they begin making big circles on the papers, lots of them.

Did the students find those errors? Not on your life!

Well, tomorrow is another day; maybe this *was* their off day, and teacher's, too. Tomorrow Henry won't ask about the date, but you can bet he *will* ask about something else. At least there is a night of sleep before tomorrow.

• **Motivation for the teacher?** Yes, sometime let's have a bit of it to use when the going gets tough.—*Evelyn Stevens, West Side High School, Newark, New Jersey.*

EMPTY WORDS OR MEANINGFUL SYMBOLS...



Methods of Teaching Bookkeeping, 6:

What to Do about the Reading Problem

DR. J MARSHALL HANNA

Ohio State University

"If students could *read* with *understanding*, they would have less difficulty in bookkeeping."

This is a frequent and justified comment of bookkeeping teachers. Every bookkeeping teacher is aware of the reading limitations of his students. The comment is justified, because research shows that bookkeeping itself presents a difficult reading problem and that reading is an important factor in the learning of bookkeeping.

There are three elements that combine to produce the reading problem: (1) the extremely heavy "vocabulary load" of the bookkeeping course, (2) the reading difficulty of bookkeeping instructional materials, and (3) the relatively low reading level of large groups of students in the bookkeeping course.

■ **The Vocabulary Problem**—Because of its technical nature, bookkeeping carries an extremely heavy "vocabulary

load." This load consists of two types of words:

1. **Technical bookkeeping terms.** These are terms that, for the most part, are entirely new words to the students. No authoritative list of the technical terms appearing in first-year bookkeeping has been developed through research, but it is reasonable to assume that such a list would contain well over 200 words. A recently published high school text contains a glossary of 265 technical bookkeeping terms. A monograph of bookkeeping and accounting terms lists more than 450.

2. **Common terms that have a special bookkeeping connotation.** There are a number of common words that are already a part of the vocabulary of many students but that have a *special* bookkeeping meaning frequently quite different from the meaning the student normally associates with the word.

These common words may represent a greater learning barrier than the new technical terms. This results from the natural tendency on the part of both the teacher and the student to assume that an understanding of these terms exists. A partial list of such words includes:

| | | |
|------------|-----------|-----------|
| abstract | drawing | record |
| acceptance | entry | register |
| account | extend | rule |
| amount | extension | ruled |
| balance | footing | ruling |
| capital | honored | schedule |
| cash | item | statement |
| charge | overhead | terms |
| column | period | time |
| credit | post | total |
| | prove | |

• *If you will analyze the words in the list, you will observe that each word has more than one meaning. For example, "charge" has one meaning on the football field and quite another in the bookkeeping classroom. "Abstract," when used in the term, "Abstract of Accounts Receivable," has a meaning somewhat different from that evidenced in the story of the old doctor who had just had a concrete walk placed in front of his house. When the old doctor observed that the neighborhood children had placed their footmarks in the wet concrete, he vowed he would thrash all the brats in the neighborhood. On hearing this remark, his wife reminded him that he always loved children. The old doctor replied, "Yes, I love them in the abstract, but I hate them in the concrete."*

• *The vocabulary problem is further complicated in that a number of bookkeeping terms are used interchangeably. A few of these terms are given in the following list. Some of these terms have different precise meanings, but few teachers are aware of the difference and there is a tendency to interchange the terms freely in class discussion.*

Most Interesting of All

Of all Doctor Hanna's contributions, this article (final one in the series that began in September) is the most interesting to read, the most arresting in its implications—a climax to which the other articles have built. And certainly it deals with a universal teaching problem! This is an article to show those who criticize the work of the bookkeeping teacher or who think his work is easy.

Accounting period, fiscal period
Analysis paper, work-sheet paper, working paper
Bad debt, bad account, uncollectable account
Permanent assets, fixed assets
Cash on hand, cash balance, balance on hand
Charge sale, account sale, credit sale, sale on credit
Cost of merchandise sold, cost of goods sold
Current assets, liquid assets
Deposit slip, deposit ticket
Detailed audit slip, cash register slip
Bill, account, invoice
Proprietorship, net worth, capital
Folio column, posting reference column
Maturity date, due date
Minus asset, valuation account, reserve account
Nonoperating expenses, financial expenses
Net income, net profit
Perpetual inventory, book inventory
Principal of note, face of note
Profit and loss statement, operating statement, income statement, income and expense statement
Liabilities, debts, obligations
Statements, financial reports

• *Because of the technical nature* of the bookkeeping course, most of the vocabulary load must, of necessity, come within the first few weeks of the course. House¹ found that 266 different technical bookkeeping terms were used in the first fifteen chapters of one widely used bookkeeping textbook. Of these, 121, or 45 per cent, were introduced in the first five chapters. Barbour² made a study of a different textbook and found that of the 168 different technical bookkeeping terms presented in the first fifteen chapters, 104, or 62 per cent, fell in the first five chapters.

A study made of a sampling of pages taken from several bookkeeping textbooks revealed that as high as 25 per cent of the words on some pages were technical bookkeeping terms or terms which, when used in a bookkeeping setting, had a special bookkeeping connotation.

■ **Analysis of Reading Difficulty**—Sentence length and syllable intensity are two commonly used measures of reading difficulty. The longer the sentence and the higher the syllable intensity, the more difficult the reading.

A common goal in business-letter writing is to have 70 per cent of the words one-syllable words. Such magazines as *The Saturday Evening Post*, *Colliers*, and *Ladies Home Journal*, which are written for a wide range of adult readers, strive to maintain an

average sentence length of less than 12 words and a low syllable intensity.

A study³ of two high school bookkeeping textbooks shows that the average sentence length was 21.6 words in one text and 16.9 words in the other. The syllable intensity of both texts was found to be approximately 1.6. When these data are plotted on Flesch's *Reading Ease Chart*, the text material scores as "Fairly Difficult." It is equivalent to the reading difficulty of such magazines as *Harpers*, *New Yorker*, and *Business Week*. The material is beyond the reading ability of over 50 per cent of high school students.

This reading difficulty is further verified by House,⁴ who found from interviewing bookkeeping students that nearly half of the students reported that they did not finish reading textbook assignments because they couldn't understand what they were reading.

■ **Reading Level of Students**—The students in a bookkeeping class represent a wide range of reading levels. House,⁵ in a study of 357 bookkeeping students, found a reading range of from fourth-grade to college level. A very large number of students had less than a seventh-grade reading level.

Doubtless there are many factors that are responsible for the low reading level of our students. While fixing the blame for this unfortunate condition may be a pleasant educational pastime, it does not solve our problem as teachers. Our job is to recognize the reading limitations of the students, the heavy vocabulary load of the course, the reading difficulty of the text materials, and organize our instructional program accordingly.

■ Some Suggestions—

1. *Apply sound principles of learning to the vocabulary building.* Memorization of word lists and definitions has been rather generally discredited as a means of developing vocabulary. Memorization, devoid of association with real, *purposeful* experiences, is but temporary learning. Words become a permanent part of the vocabulary of an individual only when they are given

¹Forrest Wayne House, "Factors Affecting Student Achievement in Beginning Bookkeeping in the High School." Unpublished Doctor's dissertation, Ohio State University, 1951, p. 117.

²Edna H. Barbour, "Some Causes of Difficulties in Learning Bookkeeping," Unpublished report, Ohio State University, 1951, p. 13.

³Barbour, *op. cit.* p. 10.

⁴House, *op. cit.* p. 137.

⁵House, *op. cit.* p. 153.

meaning through experiences or association with experiences.

For example, the word "assets" and its definition, "things owned which have a money value," has little meaning to the student until it is associated with things that are real and meaningful, such as a bicycle, radio, wristwatch, clothing, etc. When the term is associated for the boy who works in the filling station with such things as tires, gasoline, oil, auto supplies, delivery truck, it becomes meaningful.

The term "auditing the sales slips" becomes meaningful when the class makes a field trip to the office of a store and observes an office clerk checking the accuracy of the calculations on the sales slip.

The term "dividends" takes on meaning when, through dramatization, the class has set up a corporation and has participated in the dramatized situation to determine the amount to be paid to stockholders from profits.

The answer to the vocabulary problem, therefore, is (1) to give the students as many direct and indirect experiences as possible through the in-school learning situation and (2) to assist them to associate terms with those experiences which they have had or are having outside the classroom.

[This series of articles on bookkeeping methods has been devoted to pointing out how direct work experience, dramatization, field trips, demonstrations, and visual aids may be used to give students the type of experience upon which permanent vocabulary is based.]

2. *Prepare vocabulary lists.* Analyze each chapter or unit before it is presented and prepare a list (1) of technical bookkeeping terms that are introduced for the first time in the chapter, and (2) of common words or phrases that have a special bookkeeping connotation. Such a list identifies the words that must be emphasized and considered in the lesson planning.

In planning for the lesson, each term should be studied by the teacher to determine what experiences the students have had that might be associated with the term. It is for this reason that, early in the course, the teacher should obtain as complete an inventory as possible of the students' work and business experiences, and of the occupation of the parents. It is possible through this information to associate the new bookkeeping terms with experiences the students already understand.

Common words or phrases that have a special bookkeeping connotation also should be emphasized in the planning. Care must be taken to point out the distinction and relationship between the meaning of the term as it applies to

bookkeeping and its other meanings. For example, pointing out the relationship between the use of the word "overhead" when referring to the ceiling and then when referring to bookkeeping, helps the student to understand the term better.

3. *Avoid confusion, by being consistent in terminology.* A number of terms that are used interchangeably in bookkeeping have been pointed out. Confusion can be avoided if the teacher is consistent in the terminology used in the introductory weeks of the course. Such interchangeable terms as "account period" and "fiscal period," or "account sales," "credit sales," "sales on credit," "charge sales," "sales on account," should be explained and used interchangeably before the completion of the course. However, to use these multiple-terms when the student is first being introduced to the topic greatly increases the learning problem.

4. *Make the bookkeeping class period an instruction period in place of a recitation and testing period.* Many teachers follow the practice of assigning new material to be read and studied from the text. The following day's class period is devoted primarily to questioning and testing the student's understanding of the assigned reading. Such a plan is certain to result in low class morale and a high drop-out and failure rate, for this procedure completely ignores the vocabulary and reading problem.

After a topic has been explained, illustrated, and visualized in the classroom, after new bookkeeping terms have been carefully presented, students may then profitably turn to the text for further study and clarification. The text book then becomes a valuable and intelligible reference source for the student.

5. *Take time to explain to the students how to read and study the text.* Bookkeeping requires a different reading pattern from that to which most students are accustomed. Most bookkeeping texts are exceedingly well

illustrated. The illustrations are keyed to the reading and must be included as part of the reading pattern. The following paragraphs taken from a text illustrates this point:

... chart of accounts is illustrated on page 187.

The first group of asset accounts is the current-asset group. . . . The current-asset group is assigned ledger pages 1 to 10.

The second group of assets is the deferred-charges group. . . . The deferred-charges group is assigned ledger pages 11 to 20.

Similarly, the liabilities group is assigned ledger pages 20 to 21, the proprietorship group pages 30 to 40, the income group 41 to 50, the cost group pages 51 to 54, and the expense group pages 55 to 60.

To get the most from the reading of these paragraphs, the student must refer repeatedly to the illustrations. This reading pattern can best be developed by spending class time in demonstrating *how to read the text*. Daily oral reading demonstrations, therefore, are an essential part of the lesson plans for the first few days of the bookkeeping course.

Those students who have the greatest difficulty in reading might be encouraged to use a blotter or a sheet of paper as a reading guide.

6. *Use study guides as a learning aid and not as a chapter test.* The workbooks that accompany most bookkeeping textbooks provide study or learning guides for each unit or chapter. When these study guides are used as chapter tests, which is frequently the case, the student is being denied a valuable learning aid.

When correctly used, the student completes the guide *as he reads the text*. The guide focuses the student's attention on the important points presented in the text material; thus, it aids the student in his reading. Again, class demonstration must be used to show the student how to use the study guides correctly.

■ **Summary**—The heavy vocabulary load, the reading difficulty of the textbook, and the low reading level of students represent barriers to the learning of bookkeeping. These barriers become formidable to many students when the bookkeeping course is kept largely on the "verbalized level," as opposed to the "experience level."

Reading drill and rote memorization of definitions is not enough.

The solution is to tie bookkeeping vocabulary to the direct experiences the students have had and to provide, as part of the bookkeeping course, as many direct and indirect purposeful experiences as possible. This can be done through in-school and out-of-school work experience, through dramatization, through field trips, through effective demonstration, through visual aids, and through well-organized practice materials.



Clara Sellers . . . asks a question:

Do Your Students Like Your Class?

Do your students like to come to class? This is a question that every teacher should ponder honestly. It is not one that can be answered with a quick *yes* or *no*.

It is a simple question, but one that requires the type of complex answer that relies on insight into human relations. It entails much thought and consideration on the part of the teacher. In answering, the teacher must be acutely aware of the necessity of a realistic, *functional* concern for the student *as an individual*. If meeting the needs and interests of the student is one important criterion of a good educational program, then it is imperative that the school's contributions toward his growth and development be intelligently examined in practice as well as in theory.

■ **Three Wonderful People**—The observation of three of my students en route to my typing class and the conclusions drawn concerning their growth and development while there can be quite revealing.

• **Here is Paul.** He is dependable. As secretary of the senior class, he keeps the books with meticulous care. His grades are of top rank. He can take the leading role in the senior play, sing in the mixed chorus, and yet have time to work on committees or act as chairman of class groups. Paul comes in with his material in hand, sits down at his machine, and earnestly practices a warmup drill.

• **Then, there is Sherman.** He is a mischievous little boy—short and chunky, with twinkling black eyes and

(Continued on page 353)



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Scramblegrams—Bookkeeping Vocabulary Test

MILTON BRIGGS
Bookkeeping Editor

BOOKKEEPING CONTEST RULES

1. Students enrolled in business education classes everywhere are eligible to participate. Reprints of the contest problems may be purchased from BEW at 5 cents each or by subscription: 10 tests a month, for nine months, cost only \$2; each additional subscription for nine months, 20 cents.

2. Either teachers or student judges may select the papers to be certified, but the teacher must write and sign the statement that certifies to the eligibility of the students named.

3. Print or type a list of the names of students who prepare acceptable papers. Indicate beside each name whether the student is to receive (a) the junior award, (b) the senior award, or (c) the superior award, and (d) whether application is made for a Certificate of Achievement (fee, 10 cents), a gold-and-enamel O.B.E. pin (fee, 50 cents), or both (fee, 60 cents).

4. If 15 or more students qualify on any or all of the problems and are named on the teacher's letter, select the one best paper and attach it to the list of names; if, upon examination by BEW judges, the paper is found completely satisfactory, the "best" student will receive BEW's junior, senior, or superior O.B.E. pin free. Moreover, after the judges have examined all the best papers, a special Honorable Mention list of "the best of the best" student bookkeepers will subsequently be published in this magazine.

5. Mail the list of names, the one best paper and a check or money order covering the fees to: Awards Department, BUSINESS EDUCATION WORLD, 330 West 42 Street, New York 18, New York. DEADLINE DATE: April 7, 1952.

6. Judges are Milton Briggs, Walter M. Lange, and Dr. Alan C. Lloyd. Decisions of the judges are final.

Many times bookkeeping teachers may make the mistake of assuming that their students understand the meaning of the technical terms of their subject. Unless there is sufficient explanation and drill in bookkeeping vocabulary, students are prone to forget the definitions of words important to a thorough understanding of the subject matter in the bookkeeping course.

■ **Make Vocabulary Building Fun**—Teaching a technical subject like bookkeeping requires the use of key words, words that unlock the door to understanding. Vocabulary building can be, and too often is, a painful process; it can also be fun—genuine but instructive fun. Your BEW contest this month offers a series of three tests designed to make an interesting game of the usually dry process of vocabulary building.

■ **The March Problem**—There are three parts in this month's problem. The first, Assignment A is for students who wish to earn a Junior Certificate of Achievement or pin; Assignment B is for students who wish to earn a Senior Certificate of Achievement or pin; and Assignment C is for those who seek a Superior Certificate or pin.

• **Instructions for Students.** In each of the three following lists, there are fifteen definitions and fifteen scrambled words commonly used in the language of bookkeeping. The scrambled words

are not matched with the correct definitions; that is, the two columns are not in the same order.

On plain white or composition paper, copy the definitions with pen and ink (best penmanship) or type them. Number each as it is numbered below. Rule a single vertical line about three inches from the right edge of your paper to allow space for writing the words. Then unscramble the technical terms and match each with its definition. Number each term to correspond with its definition.

■ Teacher's Key—

- **Assignment A.** (1) account, (2) balance, (3) asset, (4) transaction, (5) credit, (6) creditor, (7) debit, (8) expenses, (9) folio, (10) income, (11) interest, (12) journalizing, (13) ledger, (14) liability, (15) inventory.

- **Assignment B.** (1) adjustments, (2) bad debts, (3) balance sheet, (4) balancing, (5) check, (6) debtor, (7) depreciation, (8) payee, (9) endorsement, (10) face, (11) maturity, (12) loss, (13) partner, (14) posting, (15) invoice.

- **Assignment C.** (1) abstract, (2) control, (3) accruals, (4) bank discount, (5) bond, (6) budget, (7) cash discount, (8) collateral, (9) corporation, (10) dividend, (11) liquidation, (12) maker, (13) overhead, (14) par, (15) surplus.

March Bookkeeping Awards Problems:

Assignment A—For a Junior Certificate or Pin

DEFINITIONS

(To be listed and numbered as they are shown below)

1. A form used for grouping like items in bookkeeping
2. The difference between debit and credit totals
3. Anything owned
4. An exchange of values
5. Right-hand side or column
6. A person, partnership, or corporation from whom goods or services are purchased on credit
7. Left-hand side or column
8. Costs of operating a business
9. The space provided in an account for a posting reference
10. Increase in capital resulting from operation of a business
11. Money paid for the use of money
12. The process of deciding what account to debit, what account to credit, and making a written record of the decision
13. A book, or file, containing a group of accounts
14. A debt
15. Unsold merchandise

SCRAMBLED TERMS

(Each to be matched with a definition in Column 1)

tsesa
teocanu
tidrec
oolif
tibed

yrotenniv
regdel
comine
setretin
yitlibil
cenlaba

niotcasnart
sensepex
oriteder
iruganilojnz

Assignment B—For a Senior Certificate or Pin

1. Special entries made in the general journal at the end of a business period to bring accounts up to date
2. Uncollectible accounts receivable
3. A statement that shows the financial condition of a business on a specified date
4. The process of determining the difference between debit and credit totals of an account
5. A written order for a bank to make payment from a depositor's account
6. A person, partnership, or corporation to whom (or which) goods or services are sold on account
7. Decrease in value through use
8. The person or business to whom a check is payable
9. A signature on back of a check for the purpose of transferring title
10. The principal amount stated on a promissory note
11. The date on which a promissory note is due
12. Decrease in proprietorship
13. A person who agrees to operate a business with one or more other persons
14. The process of transferring amounts from journal to ledger
15. A business form prepared by a seller listing merchandise (with prices) delivered to a customer

nignalabe
keche
dab stedb
gintso
cafe
eyepa
rothbed
tenmesroden

uryittam
niotaceipred
tehes enclaba
stenmustadj

slos
nivcioe
rentrap

Assignment C—For a Superior Certificate or Pin

1. A list of account titles and balances in an accounts receivable ledger, and the total of the balances
2. Accounts in the general ledger that show in total the information that is shown in detail in a subsidiary ledger
3. Expenses incurred, but not paid
4. Interest collected in advance by a bank
5. An interest-bearing negotiable paper that represents a unit of a large loan
6. A financial plan covering a future business period
7. A deduction from a selling price offered as a reward for prompt payment
8. Negotiable papers submitted as security for payment of a loan
9. "An artificial being, invisible, intangible, and existing only in contemplation of law"
10. A portion of a corporation's profit to be paid stockholders
11. The process of dissolving a business
12. The person who agrees to pay a promissory note
13. Expenses other than raw materials and direct labor
14. The value of a share of capital stock printed on each stock certificate
15. Undivided profits

ratelalloc
batracts
nobd
keram

getdub
nedvidid

rocropniota
shac dosinute

notcrol
scrulaac
knab sidtonuc
rap
pusslur

Inotiadiuqi
dearhove

BEST OF THE BEST!

From among the thousands of papers submitted in the November Bookkeeping Contest, the judges have selected the following as "Best of the Best":

NOVEMBER CONTEST

Maureen Fearon, Marycliff High School, Spokane, Washington (Sister M. Alice)

Virginia Budziak, St. Joseph Commercial School, Peru, Illinois (Sister Adeline)

Elmer J. Heiser, Edgewood High School, Madison, Wisconsin (Sister M. Alexius)

Colleen Sherard, High School, Mayville, Missouri (Ruth Owen)

Marlene Klein, Penn Township High School, Verona, Pennsylvania (Liberty Costas)

Marcienne Frappier, Presentation of Mary Academy, Hudson, New Hampshire (Sister Maria of the Trinity)

Lawrence E. Plaskett, St. Mary's Commercial High School, Christiansted, St. Croix, Virgin Islands (Mother Marie Dymphna)

Jane Dubois, St. Martin High School, Somersworth, New Hampshire (Sister M. St. Francis of Annecy)

Suzanne Bell, St. Patrick's Academy, Washington, D. C. (Sister M. Matilda)

Michael Spears, College of Our Lady of Mercy, St. Johns, Newfoundland (Sister Mary Cecelia JAgnes)

Norma Patton, Community High School, Scott City, Kansas (Hester J. McKee)

Sally Gannon, Nazareth Academy, Philadelphia, Pennsylvania (Sister M. Micina)

Margaret Junk, Cathedral High School, Denver, Colorado (Sister Anna Mary)

Frances Yenca, Catholic High School, Bethlehem, Pennsylvania (Sister Michael Cecilia)

Dorothy Tawgin, Our Lady Queen of Peace High School, North Arlington, New Jersey (Sister Catharine Anita)

Annamarie Dillon, Sacred Heart High School, Chicago, Illinois (Sister M. Francella)

Doreen Follini, High School, Rossiter, Pennsylvania (Edith Shrensky)

Agnes Kuntz, Sacred Heart High School, Miles City, Montana (Mother Marion)

Patricia Ciecko, Cardinal Stritch High School, Chicago, Illinois (Sister Lucille Marie)

Jo Ann Goetzke, St. Francis High School, Council Bluffs, Iowa (Sister Mary Artemas)

Joan Lewiski, St. Stanislaus Kostka High School, Chicago, Illinois (Sister Mary Sebastian)

Micheline Berichon, Holy Name Business College, Outremont, Montreal, Quebec (Sister M. Francois d'Assise)

Louise Laplante, Holy Angels Academy Saint Jerome, Quebec (Sister Marie Sylvie)

Mary Frerker, St. Mary Central High School, Carlyle, Illinois (Sister M. Elfrida)

Suzanne Deschenes, St. Anthony High School, New Bedford, Massachusetts (Sister M. Yvette)

Joan Unek, St. Peter Business School, Philadelphia, Pennsylvania (Sister Mary Joan)

Joan Whitaker, St. Boniface Business School, Philadelphia, Pennsylvania (Sister Mary Jude)

New Business in Business Education

Professional Reading

DR. KENNETH J. HANSEN

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Greeley, Colorado



This month's column will be devoted to three publications in the field of vocational guidance, which should be of interest to business teachers, and also to two stenographers' handbooks.

■ **Guidance Manuals**—Grosset and Dunlap, New York 10, publishes a series of Vocational Guidance Manuals. These paper-bound books, which sell for \$1 each, are entitled *Opportunities In . . .* Among the manuals that will be of particular interest to students preparing to enter business are those in advertising, export, fashion, finance, the hotel industry, market research, motor transportation, public relations, and travel.

• *Each booklet* is written by a specialist in his field, but they all follow the same general pattern. The manuals contain anywhere from eight to more than twenty chapters. The subject matter covers such topics as the scope of the area being discussed, how well the jobs pay, the amount of competition, the kind of education needed and where it can be obtained, the best kinds of experience to obtain in preparation for the job, and how one can best break in on the job once he is qualified for it.

Business teachers who do vocational-guidance work (and what business teacher doesn't!) will want to have available the information contained in these manuals and may also want them on hand for students to read.

■ **Methods of Vocational Guidance**—Revised and modernized is Gertrude Forrester's *Methods of Vocational Guidance* (\$4.25, D. C. Heath and Company, Boston 16). This 1951 book brings up to date Dr. Forrester's popular and useful first edition.

The book gives an over-all picture of business and occupations and of how counselling should be conducted. Specific sources of information and many worthwhile vocational guidance activities are suggested. Of particular interest to business teachers will be pages 442-46, which are concerned with "The Role of the Teacher of the Business Subjects."

■ **Guidance Service Manual**—Of particular help to teachers responsible for a total guidance program will be the *SRA Guidance Service Manual* (Science Research Associates, 57 West Grand Avenue, Chicago 10, Illinois; no charge).

Science Research Associates have designed their guidance services for teachers, counsellors, and administrators who are interested in the needs of boys and girls. The materials available through the Associates are planned to help young people make better vocational, educational, personal, and social adjustments.

• *The manual*, which should be very helpful, is divided into six parts: (1) starting the guidance program; (2) a basic library; (3) SRA guidance service; (4) in-service training; (5) using the SRA guidance service; and (6) public relations for your guidance program.

■ **Stenographers' Handbooks**—*Complete Secretary's Handbook*, by Lillian Doris and Besse May Miller (\$4.75, Prentice-Hall, Inc., New York 11), is as true to its title as the most loyal secretary could possibly be to her boss—it is complete. The handbook is written by two former top-drawer secretaries, with the assistance of an advisory committee. The committee was made up of the secretaries to Henry R. Luce, Bruce Barton, Lowell Thomas, and seven other high-ranking executives.

This 682-page volume of facts is both a personal and a business guide, containing, for example, sections on how to write distinctive letters, how to carry out personal duties for the boss, how to help him keep track of his financial affairs, and many other problems faced by real, genuine, 24-karat private secretaries.

• *Reference Manual for Stenographers and Typists* by Ruth E. Gavin and E. Lillian Hutchinson (\$1.20, The Gregg Publishing Division of McGraw-Hill Book Co., Inc., New York 36), is a smaller (187 pages) document. It will be found more appropriate for use by students, typists, and stenographers than by secretaries who have executive responsibilities.

This manual has a handy index inside the front cover, a good section of advice to the user of the manual, and thorough coverage of the information that typists and stenographers must have.

Business Law

DR. ENOCH I. KAUFER

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■ **New Social Security Tax for Self-employed Persons**—"The Income Tax Season," which is in full swing by now, may possibly raise questions in regard to the new *Social Security Taxes* of people who work for themselves (so-called "self-employed" persons). Students whose parents are independent business people and pupils who wish to go into business for themselves will show interest in this new tax. This important change in Social Security coverage was the result of the 1950 amendments to the *Federal Social Security Act*. Under these amendments, earnings of a person who works for himself will build Federal old-age and survivors' insurance for himself and his family.

• *Do ALL Self-employed People Now Have Social Security?* Not all, but most of them. They are now under Social Security if they work for themselves—that is, if they have their own trade or business and earn \$400 or more in one taxable year. They may earn this as sole owners or as partners in a partnership. Persons who carry on a trade or business in the corporate form of organization are not affected by this new law. They were covered as "employees," provided they were officers of the corporation; and they are, of course, still under Social Security. The new law interests the sole proprietors and partners in man-

ufacturing, retail and wholesale businesses, service industries such as beauty parlors, restaurants or theaters, those who are self-employed as music teachers, authors, artists, or photographers, brokers, insurance agents, or real-estate dealers, and all other kinds of self-employment with certain exceptions.

• **Exceptions in Regard to Some Self-employed Persons.** A person will not be considered "self-employed," for the purposes of the Social Security Act, if he engages in any of the following activities: Services performed in *public office*, or as a *railroad worker* (such workers have their own retirement system); services performed by a *minister* or a member of a *religious order*; professional services as a *physician, lawyer, dentist, architect, osteopath, optometrist, naturopath, veterinarian, chiropractor, Christian Science practitioner, certified public accountant, or other registered, licensed, or full-time practicing public accountant, funeral director, or professional engineer*. Income from *operating a farm* is also excluded.

Although self-employment in the above-named professions, or as a farm operator, will not count toward old-age and survivors' insurance, professional people and farm operators may build Social Security rights through other kinds of work covered by the law. For example, a public accountant, in addition to his accounting practice, may operate an insurance agency. He *must* report his self-employment income from his insurance business; he will then get Social Security credit for it.

• **Can a Self-employed Person "Take It or Leave It"?** No! Once he is engaged in nonexempt self-employment he is *required* to make a report of his self-employment income and pay the Social Security tax thereon, provided he has had net earnings of \$400 or more in a taxable year from self-employment activities covered by the law.

• **When and Where Does a Self-employed Person Report Self-employment Earnings?** A self-employed person must report his earnings once every year on his *individual income tax return*. The first report will thus be due not later than March 15, 1952, covering net earnings from self-employment in 1951. Such self-employed people will have to obtain a Social Security card from the nearest local Social Security office, unless they have obtained one earlier during a prior status as "employees." The local Social Security office will have a small pamphlet on hand, *"Do You Work for Yourself?"* that contains valuable additional information.

Self-employment earnings will be reported on *Schedule C* of the Federal income tax return, which schedule is filed by all self-employed persons together with the regular income tax form No. 1040.

• **The Amount of Tax.** The amount of the tax is $2\frac{1}{4}$ per cent of the "net earnings" (gross income less allowable business deductions) derived from any or all trades or businesses that now come under Social Security, up to \$3,600 a year. In 1954, the tax will increase to 3 per cent; in 1960, it will be advanced to $3\frac{3}{4}$ per cent; for the years 1965 through 1969, it will be $4\frac{1}{2}$ per cent; for 1970 and thereafter, it will be $4\frac{5}{8}$ per cent. This tax will go into the Trust Fund from which all insurance benefits under Social Security are paid.

• **How Much Are the Benefits?** The benefits are the same as for "employees." The following table for estimating monthly payments under the new law is based on average earnings for at least two years after 1950:

| Average monthly earnings | Retirement payment | Couple over 65 | Survivors' Benefits up to |
|--------------------------|--------------------|----------------|---------------------------|
| \$100 | \$50.00 | \$75.00 | \$80.00 |
| 150 | 75.50 | 86.30 | 120.00 |
| 200 | 65.00 | 97.50 | 150.00 |
| 250 | 72.50 | 108.80 | 150.00 |
| 300 | 80.00 | 120.00 | 150.00 |

Teaching Devices

HELEN HINKSON GREEN
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■ **"For Free" Booklets**—Would you and your student club like to have some wonderful "favors" to pass out at that *guest dinner* or meeting you are planning to hold in honor of your neighboring school's chapter? Remington Rand has some "honeys" of "for free" booklets that will delight both your members and your guests. They are as practical and pertinent as can be for such occasions. Here are three of them: (1) *Memo: How to Be a Super Secretary*, (2) *Twenty-five Typing Shortcuts*, (3) *How You Spell It—Receive?•Receive?*

Order from your nearest dealer or from Remington Rand, New York 10, New York. The super secretary one comes from the Typewriter Division; the last two from the Business Machines Division. You can make effective use of these booklets in various classes, too.

■ **More "For Free" Materials**—There are dozens of yours-for-the-asking materials obtainable for use in business education classes if you but know about them and make use of them. To pep up sessions during units on Transportation and Travel, and on Conservation, your general business class might enjoy a "Pictorial Map of the American Continent," featuring the Pan-American Highway, and showing some of the natural resources, scenic wonders, and points of interest along it. Send to Standard Oil Company (New Jersey) Educational Service, Room 1626, 30 Rockefeller Plaza, New York 20, New York. The map is 18 inches by 24 inches and the reverse side contains thumbnail descriptions of each country in the Americas, complete with miniature colored replicas of each country's flag. Your freshmen will love it.

• **When you come to the unit on office machines**, you might make use of a fascinating booklet called "540." To quote from its introduction: "Here, in a few descriptive words and a few pictorial interpretations by *Time's* cover artist, Boris Artzybasheff, are the impressions and information you would get if you were to visit the subscription fulfillment office of *Time-Life-Fortune*, 540 North Michigan Avenue, Chicago 11, Illinois"—from which address you order the booklet. The booklet takes you on a wonderful tour of the machines that go to work once each subscriber's code has been written down by girls who code the information. That coding is one thing the machines can't do. Both the descriptions and the drawings are clever as can be. You and your students will be delighted and enlightened when you meet "Punch," "The Eye," "Choosy," "The Hen," "Tabby," and the rest of the near-human robots who do things in a subscription office.

• **For that unit on Telephone Techniques** you can probably secure "How to Make Friends by Telephone" from your nearest Bell office. The one I am looking at right now came from Michigan Bell.

If you want some well-organized arguments to use in selling your department head, your principal, your Board, or whoever controls the "budget bulges," on more and better business equipment, send for "WHY? Adopt Business Equipment for Commercial Education," from the Educa-

tional Department, Monroe Calculating Machine Company, Inc., Orange, New Jersey. It contains a splendid list of Questions and Answers Relative to Adoption of Business Equipment for Commercial Education. It is good collateral reading for your Methods Course in business education subjects, too.

Business Arithmetic

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■ **Algorismic Division**—Divisor, dividend, quotient, trial divisor, partial product, carrying, borrowing, shifting, bringing down a number, adding zeros and so on, are the mechanics of division. In teaching these complexities, we often fail to emphasize the usefulness and basic simplicity of division. Actually you don't need to know any of the above to solve some division problems.

■ **Nonalgorismic Division**—Take the following problem: A high-grade paper suitable for book covers comes in rolls of the right width, 325 feet or 3,900 inches long. The student manager of the school store decided to supply book covers for all new books. The average length needed to cover a book was $17\frac{1}{2}$ inches. How many covers can be cut from a roll of paper?

• A simple and sensible solution to this problem is as follows: Two covers will take 35 inches of paper; 20 covers (ten times as many) will take 350 inches; 200 covers (ten times as many again) will take 3,500 inches. Thus 220 covers will take 3,850 inches; and 222 will require 3,885 inches. Therefore 222 covers can be cut from the roll with 15 inches waste.

Below is shown the related algorisms:

| | | |
|----------------------|---------------------|--------------------|
| 200 | 20 | 2 |
| $17\frac{1}{2}/3900$ | $17\frac{1}{2}/400$ | $17\frac{1}{2}/50$ |
| 3500 | 350 | 35 |
| 400 | 50 | 15 |

Practical people who do a great deal of their planning quickly and on their feet, so to speak, would arrive at that particular method of solution swiftly and satisfactorily with or without pencil and paper. They of course can do it much faster than it can be described.

• The nonalgorismic solution grows out of practical experience. Division by means of algorisms solves more complex and precise problems. The method by algorisms should always be tied to the practical way for two reasons: (1) the nonalgorismic way enables a person to make approximations to test the sense of an answer; and (2) the nonalgorismic way makes sense out of the algorisms.

■ **Meaning of Division**—In simple terms, division is the separation of an amount into equal parts. In the problem stated above, 3,900 inches of paper was separated into 222 equal parts, $17\frac{1}{2}$ inches long. Division is also thought of as the reverse of multiplication, repeated subtraction, and so on. The vocabulary and wording implying or requiring the process of division is complex. Basically there are six or more types of "word" problems requiring division.

■ **Types of Division "Word" Problems**—Six types of division problems include: (1) finding the number or amount of groups, units, time, and so on, formed or needed; (2) solving distance (quantity), time, and rate problems; (3) comparing two quantities by determining how many times as large, as much, and so on; (4) separating an amount into parts; (5) finding an average; and (6) finding averages in distance (quantity), time, and rate problems. Illustrations of problems, together with italicized key words, are provided below.

• **Finding the Number of Groups.** (1) Jack had 4,200 pieces of candy. If he planned to place 35 in a bag, *how many bags will he have to sell?* (Measurement concept.) (2) Sam wanted to save \$95. If he could save \$4.75 each week, *how many weeks would he need to save?* (Measurement concept.) (3) Joe has \$12. If shirts are \$3.95, *how many can he buy?* (Also measurement.)

• **Solving D-T-R Problems.** In these problems, quantity is sometimes used in place of distance. (4) Mr. Simpkins has averaged 42 mph on his drive to New York City from his home. If the distance is 733 miles, *how many hours will it take him?* (5) Mr. Simpkins' car averages 21 miles to the gallon. *How many gallons will he use to drive 733 miles?* (6) Mary folds and stuffs a letter into its envelope in 2.5 seconds. *How many can she do in 60 seconds?*

• **Comparing Two Quantities.** (7) Mary stuffed 725 letters. Joan stuffed 362. *How many times as much did Mary stuff?* (8) Mary stamped 550 out of 1,000 envelopes. *What part had she stamped?*

• **Separating an Amount Into Parts.** (9) If Joe saves three-eighths of all his money and earns \$24 each week, *how much does he save?* (Fractional part.) (10) If 1,500 pounds of sugar were weighed into 300 bags, *how much was placed in each bag?* (Size per part.) (11) There are 372 postings to be made to Accounts Receivable. If the work is to be divided equally among six clerks, *how many will each do?* (Sharing equally.) (12) If 500 letterheads cost \$9.21, *how much does one cost?* (Cost of one.)

• **Finding an Average.** (13) A secretary transcribed 152 letters for which she received \$55.00. *What was the average cost of her work per letter?*

• **Finding Averages in D-T-R Problems.** In these problems, quantity is sometimes used in place of distance. (14) If a secretary transcribed 1,423 words in 65 minutes, *how many words a minute does she average?* (15) In an office, 8,439 letters were typewritten and 14 typewriter ribbons were consumed in the work. *On the average, how many letters were typewritten for each ribbon?* (16) A clerical worker posted 623 checks in 7,380 seconds. *How long does it take him to post one check?*

■ **Division Problem Pyramid**—A typical one-step division "word" problem will be expanded into a multi-step problem via two steps and three steps. This is an illustration of a new way to teach word problems.

• **One-step.** If Mary folds and stuffs a letter into an envelope in 2.5 seconds, *how many can she do in 60 seconds?* (Divide.)

• **Two-step.** If Mary folds a letter in 1.5 seconds and stuffs it into an envelope in one second, *how many can she do in 60 seconds?* (Add, divide.)

• **Three-step.** In eight trials, Mary folded and stuffed letters into envelopes. The time in seconds for each of the trials was as follows: 3, 2.6, 3.1, 2, 2.4, 2.2, 2.6, and 2.1. At that average rate, *how many could she do in 60 seconds?* (Add, divide, divide—assuming the average time is computed.)

• **Multi-step.** In a series of trials, Mary folded and stuffed letters into envelopes as follows: 8 letters in 18 seconds, 10 letters in 23 seconds, 7 letters in 19 seconds, and 11 letters in 30 seconds. At that average rate, *how many can she do per minute?*

Secretarial Practice

FRANCES AVERY FAUNCE

Coauthor of *Secretarial Efficiency*,
author of *The Practical Manual for Office Workers*, and other texts



■ **Real Homework**—While you are teaching secretarial efficiency, urge correlation of the simple principles of motion-saving to activities *outside* the classroom. The really efficient secretary is orderly, swift, accurate, dependable—all the time.

Is your boy student John Atkinson good at sports? If so, then John stands a good chance of hitting the mark when transcriptions are being aimed for the employer's signature. Does Mark Condon use his tool chest to follow his hobby; and, if so, does he consistently save motions when he is at work at his bench so that he has the fun of "turning out" things readily? Then Mark stands a good chance of keeping his office desk free from wasteful clutter and of putting things through on time.

And does your Anna Cox keep her stockings in order in that drawer at home? Does she get dinner or wash dishes without needless steps? Does she polish or clean her shoes regularly? Then Anna will find it natural to have her scissors, clips, and stationery ready to use; her completion of a single job will be straightforward; her neat care of the employer's desk a matter of course.

• *In other words*, George is still George when he punches the time clock in the morning. He doesn't suddenly change into a person worthy of a pay check. And the Betty whose pen glides smoothly through hours of dictation is the same Betty who can make a bed well "in just no time." What she is outside the office tells what she is *inside* the office. Urge your students to step up competence *outside*, to gain confidence for effective classroom performance that should, in turn, lead to remunerative office work. "There's money in it!"

■ **Extravagance Demonstration**—Whether the school or the parent furnishes the supplies for the student, they cost money. And that they cost money in the office can be taught in presecretarial days. Let three students work out an "Extravagance Demonstration." This is to be a graphic account of Sandra Compton's waste, which she confesses item by item.

• *She produces* from her wastebasket: (1) needlessly crumpled carbon sheets, which have been thrown away although still good for more impressions; (2) printed letter-heads, which she threw away rather than make troublesome erasures; (3) manifold paper for file copy wasted for each of the letters destroyed under item 2; (4) memorandums made on too large paper—now that they have served their purposes, half of each sheet is wasted; (5) clips that should have been saved—just thrown out carelessly; (6) printed forms filled in with errors that made them unusable (and printed forms are expensive); (7) envelopes misdirected, but usable with proper erasing.

As Sandra produces these from the basket, John Driscoll writes on the blackboard a column of arbitrary expense for these items, one by one. Simultaneously, the third student, Barbara Fairchild, takes the amount of clinking change out of the till or cashbox and piles it up to show that "many a mickle makes a muckle." Then let John multiply his total by the year's working days.

Once I had a secretary to whom I gave my better machine while I worked on an old typewriter. My ears kept catching her habit of shifting the carriage without true manipulation of the line spacer, which made a grating noise that wore on the gears. Quietly I said to her, "Molly, did you ever pay seventy-five dollars for a typewriter?" "Mercy, no!" she answered in horror. "That's what I paid for the one you're using. Let me show you how your carriage shifting can keep it in good condition," I said.

If money talks, we can make it tell the student as well as the secretary that "On the Watch" must be a constant economy slogan when equipment and supplies are provided at someone else's expense.

■ **That Pricked Finger**—When I was visiting an office the other day, I saw a secretary taking time out to nurse a pin-stuck finger.

"Sometimes," the office supervisor said to me, "I think I won't have another pin used in this office. That girl's finger will sting all day, every time she hits an F or an R on her typewriter; and she will feel a sort of grudge against something."

Some executives do use pins, nevertheless. The student can learn how to handle them gingerly, how to insert them with the point buried in the least harmful position—between sheets of paper. But why not emphasize the right use of clips, "OK" fasteners, staples, and other binding methods so that the student takes to her first position the know-how of keeping things together—and keeping things separate, too!

General Business

DR. VERNON A. MUSSelman

University of Kentucky
Lexington, Kentucky



■ **Launching a Travel Unit**—Mr. Edsel R. Mountz, of Clay City, Kentucky, reports that an interesting way to get students keyed up for a unit on travel is to use eye-catching items on the bulletin board for a few days before the start of the unit. He suggests as some of these items to be displayed: receipted hotel bills, visitors' guides to important cities, colorful post cards from points of historic interest, timetables, road maps, tour folders, and scenes of beautiful vacation spots. He also suggests, as an interesting activity for students, that they plan in detail a vacation trip—inerary, stops, hotel accommodations, reservations, and costs. Mr. Mountz has tried these in his classes and reports that they were highly successful.

■ **Insurance Teaching Aid**—"29 Gaps in Your Bridge to Security" is a free booklet published by American Motorists' Insurance Company, Sheridan Road at Lawrence Avenue, Chicago 40, Illinois. By means of amusing modern fables and illustrations, readers are urged to take advantage of up-to-date, comprehensive insurance programs to avoid "gaps" in any personal or business insurance protection. Each of the 29 short stories is well summarized by an important insurance moral.

■ **For That Job-Keeping Unit**—In connection with job getting, why not include some material on job keeping and job promotion. Here are two pamphlets that are helpful: "12 Pointers that Lead to Promotion," a 16-page pamphlet obtainable from The Updegraff Press, Ltd., Scarsdale, New

York, for 30 cents a single copy; and "Let's Analyze the Topnotcher," by W. K. Lasher, obtainable from the American Technical Society, Chicago, Illinois. Other topics that could be included in this unit are: Why Do People Lose Their Jobs?, Learning the Firm for Whom You Work, Giving Value for Wages Received, and Good Work Habits.

■ For Your Travel Unit—Miss Mary Alice Cox, of Ashland, Kentucky, recommends the following activities for your travel unit: Prepare a list of qualifications of a good driver; study state traffic regulations; gather cost figures from local business organizations and taxicab owners to learn how much it costs per mile to operate a company-owned automobile; collect figures from local business firms to learn what they pay per mile when their employees use their personal car for company business; prepare a bulletin-board display of newspaper reports of court rulings in traffic accidents; prepare a list of interesting places to be visited that are within a day's automobile travel from your local community; determine the distances required for coming to a stop when driving in an automobile at various rates of speed; plan an excursion trip for the members of your local senior class, assuming that the class will be permitted two school days for the trip, plus Saturday. Your students will enjoy these activities.

■ For Your Credit Unit—"Credit for Consumers" is a 31-page pamphlet that discusses: How to Avoid Debts—Sources of Consumer Credit—How to Use Credit to Advantage—How to Tell What Rate You Pay—Why Consumer Credit Is Expensive—A Program for Social Protection. Available from the Consumer Education Department of the Household Finance Corporation, 919 North Michigan Avenue, Chicago, Illinois. Cost, 5¢.

■ Government Paper Work—Paper work for every Governmental purchase transaction costs slightly more than \$10. Since about half of all Government purchases are for amounts under \$10, the paper work costs more than the goods purchased on half of all Government orders.

houses that are moving into new quarters. Addresses needed are: Ace Fabric Company, 1987 North Avenue, New York City and ABC Furniture Company, 6188 Los Almos Avenue, Los Angeles, California.

■ Your Correct Key—The project dictation material is presented in both light and bold type. When you dictate, be sure to dictate every word; but when you correct the papers, read only the material given in light type—the bold type indicates repetitions and instructions that the students should not transcribe.

■ Assignment A (Junior)—Dear Madam: You have given particular attention to the—no, make it—particular care and attention to the building plans for your new home and to the materials and supplies with which your home has been constructed. You undoubtedly plan to give equal thought to the furnishings. Paragraph. Many of the loveliest homes in Denver—let's begin the paragraph again. It has been the privilege of the George Young Company to furnish and decorate many of the loveliest homes in Denver and Colorado Springs. The members of our staff are all highly trained in the field—no, take out that last phrase and make it: are all highly trained interior decorators and have had many years' experience in the field. Paragraph. As a member of the company, I should be delighted to assist you with your problems of decoration and to help in the selection and purchase of rugs, furniture, lamps, and the many accessories that are essential to your comfort and to the enjoyment of your home. Paragraph. May I hope for a call from you for an appointment? My number is Cherry 1895. There is no obligation of any kind. Sincerely yours,

■ Assignment B (Senior)—Gentlemen: Your new office building is in the early stages of construction. Your—no, make that Much thought and effort has gone into the building plans for this new structure. When you worked on the—cut that out Have you given equal consideration to decorating the new building—the directors' room, your executive offices—yes, even the general offices? Paragraph. Our staff has been privileged for many years to assist in solving the decorating problems of many business firms in Denver. Should you desire to consult—no, change that to We should be delighted to furnish you with an extensive list of references. There is no obligation for consultation with the firm of George Young Company. Call Cherry 1895 for an appointment; it will be a pleasure to talk with you. Sincerely yours, I think there should be another paragraph added. Insert this before the last paragraph dictated. As a member of this staff, I am interested in helping you plan your decorations and in helping with the purchase of new rugs, furniture, and other items that will add distinction to your new offices.

■ Assignment C (Superior)—Take this letter to the ABC Furniture Company. Gentlemen: On a recent trip to the Pacific Coast, I had occasion to see the new furnishings of the Los Angeles airport restaurant. The furniture design is functional, yet not too extreme, and the—no, start again The furniture design attracted my attention. It followed the basic principle that usefulness and beauty go hand in hand. Paragraph. Our firm handles the decoration of many fine homes in Denver and Colorado Springs and also of many business offices in this locality. Will you please have your representative in this territory stop in to see us? In the meantime, we should appreciate receiving some of your literature and samples. We refer you to the Denver Trust Company for our credit rating. Yours very truly, Now take this letter to the Ace Fabric Company. Gentlemen: We have received your latest catalogue sheets and your samples. We note that there is a limited selection in the blue color range. Paragraph. We are looking for—no, Change that to Do you plan to add nylon fabrics to your line? If so, we should be interested. Your very truly,

Office-Style Dictation

MARGARET FORCHT ROWE

Howe High School
Indianapolis, Indiana



■ Awards Procedure—These assignments may be used for O.B.E. transcription awards any time before June 6, 1952.

• Standards. A mailable transcript of Assignment A, prepared in 15 minutes, qualifies for a Junior certificate; a mailable transcript of Assignments A and B, both prepared in one 20-minute period, qualifies for a Senior certificate; a mailable transcript of all three assignments, completed in one 25-minute period, qualifies for a Superior certificate.

■ Before You Start—Supply students with two letterheads, one sheet of carbon paper, two sheets of plain paper for carbon copies, two sheets of plain white paper, two envelopes, and a copy of these instructions.

• You are a stenographer employed by George Young Company, 425 Clauson Avenue, Denver, Colorado, a firm of interior decorators. Robert J. Smithson gives you some dictation. He dictates two form letters—one is to be sent to prospective clients who are building new homes in the high-price class; the other is to be sent to prospective business

Distributive Education

R. S. KNOUSE

New York State College for Teachers
Albany, New York



■ **Classroom or Program Idea**—Would you like to have a "different" type of program for your next D.E. Club meeting? Here's the setup. The next time you plan a program for a meeting, record it on your wire or tape recorder. This could be a play, a panel discussion, or any other program involving several persons. At your meeting, play back the recording and, while those participating present the program in pantomime, the machine takes care of the voices. Simple—but we guarantee it will be both interesting and enjoyable to your audience. Participants like it, too. This can also be used for sales demonstrations or other dramatizations in the classroom. We do not recommend frequent use of this device but, for an occasional change, we think you and your students will find it refreshing.

■ **How Many Days in a Year?**—"Believe it or not" there are 1020 days in 1952. That's the total represented in the 9 special months, 103 special weeks, and 27 special days listed in the merchandising calendar that appears in the December 7, 1951, issue of *Printers' Ink*. The list is the largest in the history of special merchandising promotions and includes such events as: "Honey-for-Breakfast Week," "National Pickle Week," "National Expectant-Father's Day," and "Let's-Go-Fishing Week." While many of these special days or weeks may be inappropriate for school use, D.E. teachers who wish to feature some of them in school store displays will find a list of current merchandising events in the last issue of *Printers' Ink* each month.

■ **Men's Wear Survey**—A reprint of the 15th Annual Summer Clothing Survey, which appears in a fall issue of *Men's Wear Magazine*, is available to those who request it. This 8-page publication will be sent without charge to teachers of distributive education or related subjects. High lights of the survey include data on most popular fabrics, colors, prices, models, and patterns for men's suits. The report also contains figures on the estimated suit sales by fabrics and colors for 1952. Single copies may be obtained from: W. D. Williams, Men's Wear Magazine, 7 East 12th Street, New York 3, New York.

■ **Fashion Publication**—"The American Fashion Industry" is the title of a recent study published by the Prince School of Retailing, Simmons College. Written by Jessie Stuart, professor of Retailing, this 78-page publication traces the development of the American fashion industry and includes interesting data on wholesale, retail, and custom designers in the American market. The study fills a long-felt need for detailed information on the past history and present status of the American fashion industry. Copies are available at \$1 each, with a discount of 40% for quantities of 10 or more. Write to: Donald K. Beckley, Director, Prince School of Retailing, Simmons College, 49 Commonwealth Avenue, Boston 16, Massachusetts.

■ **Basic Textile Fabrics Available**—A textile teaching aid has been prepared by School Products Company for teachers in distributive education and retailing departments. This is the new "Improved Teacher's Package #1202," containing swatches for 50 different basic textile fabrics mounted on 5 x 3 cards that give all the pertinent informa-

tion about the materials—uses, recognition features, etc. It is priced at \$2. Because it is difficult for teachers to find materials and gather accurate information, this aid is a boon to those who want to keep up to date on fabrics. It is especially valuable to the inexperienced teacher. Swatches to service 30 students with these same 50 fabrics, without cards, costs \$10.75 (#1301). Write to: William M. Klein, School Products Company, 111 Hudson Street, New York 13, New York.

■ **Another New Nylon Film**—"Facts About Nylon in Lingerie" is a 15-minute sound slide-film that has just been prepared for use by stores in training their lingerie sales personnel. It is also available to teachers of D.E. The film presents merchandise information on woven and tricot nylon lingerie. It gives answers to current counter questions as well as helpful sales points, background fabric information, and care instructions. Much of the information is valuable in selling such items as nylon blouses, piece goods, shirts, and dresses.

This film is 35mm., with full color and sound, on a 16-inch, 33 1/2 rpm record. It can be borrowed free of charge except for return shipping charges.

• An excellent booklet titled "Nylon Lingerie" accompanies the film. This booklet is available to those who do not have facilities for showing the film. Address your request to: Mrs. Dixie Carty, Nylon Division, Nemours 6508A, E. I. du Pont de Nemours & Company, Inc., Wilmington 98, Delaware.

• A fine new booklet has just been published by the Customer Advisory Committee of New Jersey—*Handbook of Consumer Terms*. The publication contains an explanation of consumer terms in the apparel, cosmetics, drug, food, home furnishings, plastics, rubber, and textile fields. It has 92 pages and lists nearly 800 terms that are used in advertising, newspapers, magazines, and radio and television commercials. It is outstanding as a source of information for prospective salespersons and co-operative students. This pocket-size handbook is 35 cents a copy and may be obtained from Mrs. Kenneth V. C. Wallace, executive secretary of the Customer Advisory Committee of New Jersey, L. Bamberger & Company, Newark, New Jersey.

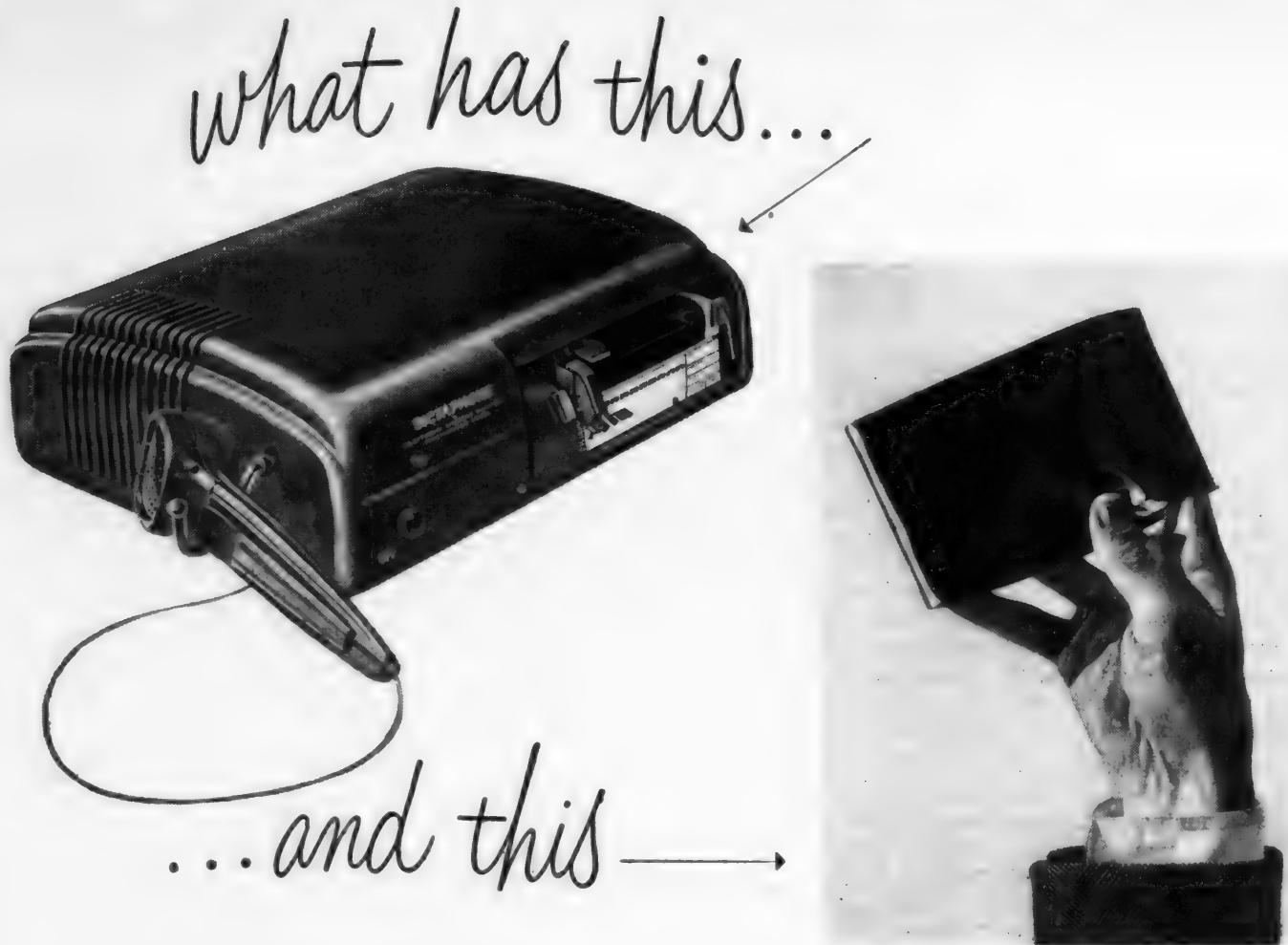
■ **Free Vocational Guidance Booklet on Advertising**—*The Advertising Business*, a booklet recently published by the Adcraft Club of Detroit, is designed to answer your students' questions concerning both the opportunities and the requirements of the various jobs in advertising.

This 25-cent, 29-page publication has been offered free to readers of this column, and is "just what the doctor ordered." We suggest that you write for your copy as soon as possible. Address your request to: Harold M. Hastings, Secretary-Manager, Adcraft Club of Detroit, 2237 Book Tower, Detroit 26, Michigan.

■ **Recommended Reading**—You're missing something if you haven't been reading two of the weekly features in *Advertising Age*. We are referring to "The Creative Man's Corner" and "Salesense in Advertising."

"The Creative Man's Corner" features an analysis of national advertisements that is both interesting and educational. The issues of October 1, 8, 15, and 22 contain analyses of current advertisements for a refrigerator, breakfast foods, a perfume, and a tooth paste.

"Salesense in Advertising" is a brief column on various phases of advertising. The following subjects are discussed in this feature in the October issues of *Advertising Age* just mentioned: "Positive or Negative Appeal? Are There Any Rules to Guide Us?", "Selective Appeal in Definitive Market Is Sometimes Good Strategy," "Promise of Psychological Satisfaction Might Be a Better Way to Sell Tea," and "Is the Public Developing a Tolerance for Absurd Human Behavior in Ads?" The titles may not sell you on these articles, but we've read 'em, and we guarantee that they're strictly Grade A.



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A Change of Heart

Nobody would impose on her, she said

FRANCES AVERY FAUNCE

■ Betty King was glad her family was moving into the city—and not only because Tom Whiting, her¹ one and only, lived in town. Betty wanted to get a new job where she wouldn't be ordered about—a job in some² big office where you could just work on your own. Mr. Wilson had wanted her to stay on—to commute from the city³ out to the country. She had been popular in his office and liked the gang there, but she was tired of being⁴ directed so closely and of always being the one to do the extra or overtime work.

"There's one thing,"⁵ she said to herself, and she said it out loud, "I'm never going to do anything extra—not for anybody!"⁶ I've had enough of that."

Betty went for her interview at the offices of Harvey and Harvey with that⁷ idea firmly fixed in her head.

"Will you please step into Miss Carson's office? She will be back in a moment,"⁸ the receptionist said with a smile. "She is in with Mr. Harvey."

Betty hesitated. "But I came to see⁹ Mr. Harvey," she said: "I understand that he wanted a secretary."

"Yes, he does; but Miss Carson is our¹⁰ personnel manager, and she always interviews applicants first. Won't you be seated?"

"Thank you," Betty said¹¹ pleasantly, but she didn't mean it too much. As she sat down facing the big desk, her eye was caught by a beautiful¹² swivel chair, its back and arms upholstered in blue, the chromium on it gleaming. That must be Miss Carson's chair.

■ "What¹³ a chair!" she gasped to the receptionist.

"Oh, it's a beauty—it was made on special order for Miss Carson. You¹⁴ see, she is our purchasing agent as well as our personnel manager."

When the receptionist had left, Betty¹⁵ sat quietly thinking about Miss Carson. "So, she's purchasing agent," she said to herself, "and she orders¹⁶ that beautiful chair for herself! I'd certainly like that kind of a job. One thing," Betty went on thinking, "if I¹⁷ work here, I'm going to be secretary to Mr. Harvey. I don't want any blue-chair potentate telling¹⁸ me what to do!"

"Good morning," said a serious voice behind her, and Miss Carson came in.

"My, she looks awkward," thought¹⁹ Betty, as Miss Carson seated herself very straight in the made-to-order-looking chair.

"I don't believe Mr.²⁰ Harvey will have time to interview you this morning," the personnel manager said, "but I have your credentials²¹ here. As you may know, Miss Murray is his secretary; but his work has increased, and he needs a second secretary²² right away."

She swivelled toward her desk, glancing into a folder. "Your recommendation from Mr. Harvey's²³ friend, Mr. Wilson, of course counts highly in your favor. Mr. Harvey has talked with Mr. Wilson about²⁴ you. We should like to give you a trial—without delay. How soon can you be available?" She paused.

■ Betty paused,²⁵ too. This kind of interview wasn't in the books. She was as good as hired without even saying a word. "Why,"²⁶ she said, "I suppose I could begin today."

Miss Carson hadn't asked the questions Betty had expected—about²⁷ her experience, her training, her speed in shorthand and typing. This young woman surely was a "power" if she could²⁸ make decisions like that, and Betty began to wonder if she was going to like Miss Carson as a manager,²⁹ after all.

"Is that Mr. Harvey's office beyond the glass partition?" she asked.

CROSS INDEX

Each month BUSINESS EDUCATION WORLD presents some 4,000 words of new dictation material for the use of shorthand teachers. The materials selected for this purpose are given in Gregg shorthand in the same month's issue of *Today's Secretary*. Through the use of the cross index given here, these dictation materials serve also as a ready key to shorthand plates in that magazine. The materials presented here are counted in units of 20 standard words.

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"Yes," the Personnel head replied,³⁰ "and that is Miss Murray taking dictation from him."

Betty's heart gave a little thump as Mr. Harvey turned³¹ his head, and she saw that he had dark sparkly eyes like Tom's. In spite of herself, her mind flew to tomorrow night's date.³² Tom would think she was pretty clever if she could tell him that she had found a position—a really good one—so³³ soon.

"But does Mr. Harvey really want me to start now?" Betty asked eagerly. "I can stay this morning."

"Then you³⁴ can type these statistics for me that Mr. Harvey is in a hurry for today," was Miss Carson's rejoinder,³⁵ a hint of relief in her calm voice.

■ Three months had passed, and Betty King was sitting at her typewriter wearing a³⁶ new navy blue suit. She hadn't started the day too happily. As she came through the cold winter air that morning,³⁷ the thought had irked her once again that she had to dust Miss Carson's desk. That was just the kind of thing she had said she³⁸ wouldn't do—a kind of extra that she thought of as an imposition.

Then there were two sharp buzzes before she³⁹ even opened the mail. "What does she want now?" Betty almost growled under her breath. "She's as straight and stiff as the back⁴⁰ of her chair."

"I had a talk with Mr. Harvey after hours last night," said Miss Carson briskly. "He is well satisfied⁴¹ with your work, and we are outlining some new duties for you. I trust that you can put the extra work through, for⁴² it will pay you if you can."

Betty wanted to say that she was doing as much as she could now, without having⁴³ extra work piled on. But that word "pay"—anything extra in the way of money would be nice for that ski trip with⁴⁴ Tom next week end. "I'll try," she said; and she hardly recognized her meek, willing tone.

■ "You see," Tom Whiting was shouting⁴⁵ against the sharp wind, "you go down like this and then turn, and . . ." his voice was lost in the mountain air, as he skied down the⁴⁶ slope to show Betty how to do the new stunt.

Tom had told her she was a good skier and that this trick would be easy⁴⁷ for her. She started down in Tom's tracks, without any hesitancy. It was going to be easy.

"No, no,"⁴⁸ she dimly heard Tom calling, "this way . . ."

The next thing she knew—and it seemed like a dream—she was waking up in a high⁴⁹ white bed, and a nurse was ushering Tom into the room.

"I'm sorry—so sorry," he whispered.

"That's all right—but what⁵⁰ happened?" Betty asked weakly.

"We found it was your ski that split. You were doing swell, Betty, but I never should have⁵¹ tried to . . ."

"Never mind, Tom," she tried to say. Then she closed her eyes and a confusion of people milled around in her⁵² mind—Mr. Harvey advising about skiing—Tom dictating a little too fast—a nurse sitting very straight⁵³ in a big blue chair. . . .

■ "But what do they call it?" Betty was asking the doctor. "I'll have to tell Mr. Harvey, you⁵⁴ know. And how soon can I go back to work?"

"You'll be on the mend for about five weeks," Dr. Jones said. "Then you can go⁵⁵ back to work. Only I'll have to keep you in a back brace for some time. You suffered a compression fracture of the⁵⁶ lumbar vertebrae, and that doesn't cure itself in a minute."

"Will the brace make me look queer—will I be awkward⁵⁷ with it?" asked Betty. She was really not thinking of Tom this time. She was picturing herself in the office.⁵⁸ Stiff, like Miss Carson?

"I'll have to let our personnel manager know—about the time I'll be out, that is," said Betty.⁵⁹ "I wonder whether they will hold my job for me."

"Mr. Harvey called me yesterday," said Dr. Jones. "I don't⁶⁰ believe you have anything to worry about."

"But five weeks!" whistled Betty. "That's a mighty long time."

"You can be⁶¹ thankful that you aren't in a brace for life, like some people. That Miss Carson in your office will have to wear a⁶² heavy surgical support on her back all her days," said the doctor.

"What? Our Miss Carson?" asked Betty. She was surprised⁶³ to hear herself saying "our."

"Oh, didn't you know that?" asked Dr. Jones. "Well, she has never made much of it." And,⁶⁴ as he swung out of the room, Betty had nothing to say.

■ "So you're back," said Miss Carson, when Betty reported to⁶⁵ her office some weeks later.

Betty gave her a quick glance. Yes, as straight and stiff as ever, but . . .

"Yes," she said, "and did⁶⁶ you get my letter saying that I would only be permitted to work half-time the first week?"

"I did." Betty saw⁶⁷ Miss Carson wince a trifle as she eased herself slightly in the blue chair. She had never noticed anything like⁶⁸ that before.

Then Miss Carson went on. "I have given Miss Murray a temporary assistant until you can⁶⁹ be here full time again, because it hardly pays to take Mr. Harvey's dictation unless you can

transcribe it⁷⁰ the same day. But we have plenty of other work for you to do. As a matter of fact, I would like you to take⁷¹ on the filing of the purchase orders as a regular duty. This will be more than just a mechanical⁷² job; I'd like you to notice the nature of the orders while you are filing them. You may begin this today."

■ Betty⁷³ slowly picked up the pile of orders toward which Miss Carson nodded.

"I'll be glad to, Miss Carson," she found herself⁷⁴ saying. Then she stopped. Her mind was whispering, "But isn't this extra work? Are you sure you want to do it?"

"I'll be⁷⁵ glad to," she was repeating. After all, she always had liked numer-

ical sorting. It was so easy to check⁷⁶ to see whether everything was in the right sequence.

■ "26400, 26401, 26402⁷⁷ . . ." What was this? An order for a deluxe posture chair, blue leatherette, for typing, with no arms, according to⁷⁸ specifications of Dr. Jones, \$75. Betty leaned forward and her brace went with her. "For⁷⁹ delivery to Betty King's desk," she read. Then she read it through again. Yes, there was Miss Carson's signature.

"It's for⁸⁰ me," she exclaimed in a low voice. "Miss Carson ordered a special chair just for me!"

"And I'm the girl," Betty found herself⁸¹ thinking all the rest of the day, "who wasn't ever going to do anything extra for anybody!" (1640)

Dictation Machines Can Be Fun!

JACK FARQUEHARSON

■ Many a secretary today is not only taking dictation from modern, streamlined dictation equipment¹ but also discovering some uses for the machines that the makers never dreamed of.

There's the case of the² girl who is a secretary at a Manhattan textile company, for instance. With her boss's permission,³ she borrowed his portable dictation machine one night and took it home. There she and her brother recorded a⁴ song they had composed. (The brother does the lyrics; she does the tunes.)

Another secretary is very active⁵ in her local "Little Theater" group. Recently she won a starring part but found that she had trouble learning⁶ her lines. She was able to borrow her employer's dictating unit during a lunch hour; so, she dictated⁷ her lines, complete with cues to be memorized. Knowing that the discs can be played on any long-playing record player,⁸ she took the disc home with her and "studied" her lines nightly with the aid of the family record player. The⁹ show, incidentally, was a neighborhood hit, though she hasn't yet abandoned the typewriter for the theater.¹⁰

■ Then there is the age-old story of boy meets girl—a secretary, in this case—result, true love! But the Army sent him off to Korea. She didn't like the thought that a censor might be reading all those little nothings¹² she found it necessary to say to him. One day she hit on the idea of dictating a tender message¹³ and sending him the disc. Weeks later came his comment: "Please, honey, I got your disc and found a player, all right.¹⁴ Only . . .

well, normally *nobody* censors the mail we get. But on this—the whole tent listened in!"

There are many¹⁵ other, unofficial uses of dictation machines. In an office where many machines are in use, girls¹⁶ frequently circulate the latest office news via disc. In one case, when a girl was confined to her bed by a¹⁷ serious accident, the entire office used the recorder to send her messages of good cheer. One girl, at¹⁸ her boss's suggestion, now and then brings a portable radio to the office, records a library of¹⁹ current tunes, and plays these during rest periods.

■ Another secretary who worked in a responsible²⁰ position in the personnel department of a major corporation, was requested to represent her²¹ YWCA group at an employment clinic. To get her speech smoothed out and memorized for the clinic, this²² girl dictated it and studied her own talk after hours at the office.

One cute lass, only recently here from²³ Scotland, had the idea that her slight accent was standing in the way of her business success. Secretly she²⁴ began speaking into her employer's recorder, then playing back her voice to detect those words she spoke with an²⁵ accent. Fortunately, she hadn't succeeded in obliterating it before her co-workers discovered²⁶ what she was doing and persuaded her to stop, because—as they finally convinced her—her accent was charming.²⁷

■ Then there is the story of the girl who yearned to write. Having taken a secretarial course, she eventually²⁸ landed a job in an advertising agency as a secretary. She continually wrote²⁹ what she thought were masterpieces of

A compelling reason for preferring Royal Electric...



It begins with Royal Standard which surveys show is preferred $2\frac{1}{4}$ to 1 by girls who type . . . *over any other make.*

The same quality and time-saving features that are in the Royal Standard  are built into the Royal Electric . . .

plus electric power.

With Royal Electric there is less operator fatigue.

The operator herself turns out more work per day and turns out better work. "Relaxed" typing is encouraged. Is it any wonder that the business world is turning more and more to Royal Electric Typewriters?

Be sure your students are prepared to meet this trend in the business world by giving them instruction on Royal Electric. Remember, it is the business world's favorite Royal Standard *with power added.*



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I would like my students to see a demonstration of the Royal Electric, without obligation to me.

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SCHOOL _____

advertising copy, and they were just as continually rejected³⁰ by the agency's copy chief. One day she hit on the idea of trying to write copy by dictating³¹ it. She put her pencil down and just spoke her thoughts into the recorder. The result was copy that sounded³² natural and lifelike. She didn't become a copywriter overnight, but the rejections became more gentle.³³ She finally worked into the agency's copy department and is currently on her way to becoming³⁴ a polished copywriter.

■ **A final story brings in Cupid:** A pert Miss who worked for Dan River Mills had been³⁵ "stood up" the previous evening by her one and only. She refused to accept any telephone calls from him³⁶—even an apology. The other girls in the office, believing it was a typical lovers'³⁷ misunderstanding, conspired to intercept a desperate call from the boy friend. This they recorded on a disc and slipped³⁸ the disc in with the girl's routine work. Taken by surprise, the girl heard him out and accepted his explanation,³⁹ and the romance ran smoothly once again.

■ **There's more to dictation machines than appears on the surface, especially⁴⁰** when they fall into the hands of clever and imaginative secretaries. Anyone can see how a⁴¹ dictation machine saves time in a busy office, makes it possible for an employer to stay overtime⁴²—alone—to catch up on his dictation, enables a group of secretaries to "share the wealth" on a sudden⁴³ overload of dictation, and takes the mystery out of unfamiliar words. But when dictating machines fall⁴⁴ into the hands of imaginative secretaries with an eye to fun, anything can happen! (898)

That Extra Something. . . .

Read this success story to your students!

THEON WRIGHT

■ **Success stories vary.** Some of our VIPs claim the key to success is the people you know—others, like Neta¹ Gorham, will tell you it's how much you know *about* people. Neta is a VIP in the secretarial² field. She's secretary to the chairman of the Board of Trans World Airlines, and she lays most of the credit for³ her success to her understanding of people and her ability to get along with them easily.

Neta,⁴ like many other top secretaries all over the country, does not consider herself exceptionally⁵ gifted. The thing that helped her make the grade, she'll tell you, is her knowledge of people. Any secretary can⁶ study human nature, and any secretary who tries can use this knowledge to boost herself into the ranks⁷ of secretarial bigwigs.

■ **Neta began preparing for her climb** early in high school, back in Council Bluffs, Iowa. "I studied the things I thought would be useful for a girl who would have to go to work." Her classes in⁹ shorthand, typing, business arithmetic, and bookkeeping were difficult for her, but she applied herself to her¹⁰ studies and stayed in the upper ten per cent of her class. At the same time, she worked in the school library to earn¹¹ spending money. This was her first acquaintance with the difficult job of serving the public.

After Neta was¹² graduated from Simpson College in 1938, she worked for the City Library in Council¹³ Bluffs as secretary to the Librarian. Neta enjoyed this job and kept it for four years; then the¹⁴ wanderlust got her. "I guess I was just restless," she said, "as any girl might be who had lived in one town most of her¹⁵ life. I wanted to see something of the world and to be where things were happening."

■ **Things were happening in Washington.**¹⁶ World War II had just commenced, and the Government offices were in desperate need of workers. It was just¹⁷ the place for Neta. There she got a job in the office of the chief clerk of the Payroll Division in the¹⁸ Department of Justice, answering letters from employees complaining about salaries.

But the restless bug soon¹⁹ began to bite again. "I was definitely interested in the way people wrote about their troubles," she²⁰ said, "but the routine of the job became a bit monotonous." When Neta learned from her roommate that TWA²¹ was opening a new

International Division in New York and that several jobs were open,²² she obtained an interview and was hired.

■ **At first she was assigned** to work in New York and Washington, traveling²³ between the two cities every few days. "I liked the idea of traveling," Neta said, "even if it²⁴ was only between Washington and New York. And the thought of working for a company that stretched across the²⁵ Atlantic to Europe and Africa and India was quite exciting." As a matter of fact, though, Neta traveled²⁶ only once—from Washington to New York. There she stopped and hasn't moved since, except to visit her home in²⁷ Iowa.

She was assigned to the New York office of the passport division, a job that included not only²⁸ secretarial and clerical tasks but also involved meeting many people traveling to glamorous far-off places or just returning from overseas posts. She talked to people who were on their way to Ireland, France,³⁰ Italy, Greece, Egypt, Arabia, or India. Some had just made overnight trips to Paris or Rome. All³¹ this stimulated Neta's imagination and made the work interesting. "I learned to meet people and talk³² with them about their problems, and I found I enjoyed it. Some of the men were leaving their families behind until³³ they got settled in the new place, and I helped them with arrangements that concerned their personal problems. I³⁴ discovered that people are the most important part of any job. No longer were files just lifeless pieces of paper.³⁵ They represented people I had talked with and whose problems I knew personally. Passports became real³⁶ for they represented real people."

■ **Neta found herself observing people,** noting what caused embarrassment,³⁷ anticipating little personal requests, making it easy for them to explain what they wanted. The³⁸ combination of meeting people constantly and the excitement of helping them get started on long journeys made³⁹ the job extremely satisfying. Neta found she was getting an education in the art of dealing with⁴⁰ the public.

And her education paid off. When Neta heard that Mr. Warren Lee Pierson, chairman of the Board⁴¹ of TWA, needed a secretary, she applied for the position. Mr. Pierson, she knew, was⁴² an important executive. Whoever became his secretary would have a big job on her hands. But Neta⁴³ applied, anyhow—and she got the job!

O.G.A. Membership Test

■ **Each desk in the business office** should be kept so that the day's work will not suffer because of lost motion or lost¹ time. If you are a secretary, you will see to it that your employer's desk and your own are equipped with² everything necessary to the proper mechanical functioning of your work—calendars, blotters, pens, pencils,³ file baskets, stationery, and the like.

The files should be such perfect examples of order that anyone⁴ who knows your system can lay his hands upon a needed document at a moment's notice.

Order is the product⁵ of an orderly mind. To develop order during your classroom days, plan each detail of your practice, your⁶ work, and your recreation, and be careful to carry out that plan. (132)

■ "Any girl who wants a position as a top secretary should⁴⁴ begin by learning to meet people," Neta advises. "I suppose the most important thing is learning to put⁴⁵ yourself in the other person's place—to realize what he wants, not what you think he should want. Many people get⁴⁷ their first indirect contact with a man through his secretary—sometimes by phone, sometimes when they visit the office.⁴⁸ In every case, if you try to understand what they are thinking and feeling, you can make that contact⁴⁹ easier and more friendly. That helps your boss and helps the visitor when he does see your boss. At the same time, it is⁵⁰ up to you to keep people from bothering an executive with unimportant matters. Although the caller⁵¹ may consider his business very important, he may not need to see such a busy man as your boss. One of⁵² the assistants may be able to help him better and more quickly. You must steer him tactfully to the right person⁵³ without giving him the impression that his business is not important enough to warrant seeing your boss.⁵⁴ A secretary who can do this soon becomes invaluable."

■ Neta's work still includes a great many routine⁵⁵ secretarial duties such as filing and handling her boss's personal correspondence, but she⁵⁶ considers herself a jack-of-all-trades. "Being a top secretary," she says, "isn't so much a matter of⁵⁷ specializing as of being able to do everything and anything." Neta has found that the more information⁵⁸ she can pick up about everything that concerns the airlines business, the better she is able to⁵⁹ help her boss. She still must make reservations for her boss's friends and attend to many personal details for⁶⁰ him. She also has to know the people who call on the top executives—who these visitors are, what they⁶¹ usually want, and how to handle their troubles. Her job entails a lot of work, a lot of general and⁶² specific knowledge, and a good memory. But above all, it requires tact—and to Neta Gorham, tact is simply⁶³ knowing how to meet and handle people. (1267)

Junior O.G.A. Test

Dear Ann, I'm going shopping for my spring outfit this Saturday. Mom said I can choose it all by myself this year.¹ Of course, I am limited to a certain price range. She thinks it's important that I learn how to choose wisely. I'd² like to get a suit, blouse, hat, shoes, gloves, and bag.

If you can possibly make it, won't you go with me? It's always better³ to have another person's impressions. Love, Janet. (70)

Students Like Your Class?

(Continued from page 337)

the curliest of black hair. He enters with a chuckle, glances my way with a glint in his eye, and, after squirming into the chair behind his typewriter, is apparently surprised to find that he isn't ready.

No paper!

Yes, it takes Sherman a few minutes to get organized. Once he does get started, he really accomplishes a great deal. He even surprises himself. When successful, he sits there beaming at his paper with approval. If he gets stuck, he becomes quite thoughtful. What makes that machine tick? He does his bit of investigating; and, once he finds out, he is satisfied to return to his work again.

• *And, of course, there is Becky.* She is a dramatic little girl, tense and very emotional. She will dance at all the pep rallies and almost sing her heart out. She has rhythm that expresses itself in every muscle. She loves poetry and likes to write it, too. Occasionally, she slips in a poem with her assignment. Curiously enough, it usually makes its appearance on the very day that her work isn't quite its best. She feels sure she will do better tomorrow. She has that poem off her mind now. The creative urge has taken form.

There you see them. Each is possessed of a capacity to learn, to develop, and to grow. Surely, students don't have identical capacities for learning; but the school has faith in their individual potentialities.

■ **And I Am Their Teacher**—What does this mean for me? It suggests that I look at my planning *broadly*, that I animate my teaching *vitality*, so that dependable Paul, inquisitive Sherman, and energetic Becky will each profit from the class experience and will, in this profiting, feel the satisfaction of belonging, the intellectual curiosity, and the purposefulness that will draw them like a lodestone to school tomorrow.

A smile and a cheery greeting opens the class. An atmosphere of congeniality prevails. How important this is!

■ **How Can I Help Them Most?**—There is no one formula that will meet the needs and interests of all students. Each is an individual and must be treated as such. If not, his opportunity for becoming a distinct personality is inhibited. This is not possible in the classroom where the teacher resorts to the well-known barriers to learning—temper, sarcasm, and discourtesy.

Also, in order to develop attitudes and practices conducive to good learning, a certain amount of freedom must be given to the students. If they are

not allowed to move freely about the classroom or to speak during the course of their work, there is little chance to determine whether or not they are capable of engaging in such democratic procedures while performing duties. We teachers need to know whether such occasions produce offenders. If so, conciliatory measures should be taken, to help *them* know *how* to engage satisfactorily in such activities.

• *I take pardonable pride in saying that I could answer affirmatively the question in the title. Observing students in their preparation to leave class is one way of testing this. They are all agog discussing their feats of the hour or comparing pieces of work. These relaxed and friendly conversations or thrilled remarks about being able to surpass one another on the morrow are morale builders in themselves. They, in a sense, bring support to my answer.*

In the classroom, there is no evidence of the students' fear or aloofness because of insecurity in the teacher's presence. Paul can work as rapidly as he likes and not find himself unoccupied before the end of the hour. Sherman is not afraid to do his self-appointed investigating, for he knows that, successful or thwarted in its outcome, he will never be ridiculed by classmates or teacher.

Why not write that poem, Becky? Let it bubble out. The world has need of both dreamers and doers.

In the freedom of this classroom Sherman does not hesitate to ask his neighbor for paper, Becky feels confident that there will be no objection to her consulting a reference book when she needs that right word for her poem. Paul is certain where to find the desk file of extra-credit work.

• *If the teacher herself or himself is a composed, sincere person, sensitive to the personalities in the class, there will be no need to answer our question. The facts will speak for themselves. Cheerfulness, kindness, wise praise, understanding, enthusiasm, work, and above all sensitivity—those are the musts in every classroom.*

■ **Well, Then**—In developing those all-important plans for tomorrow, I must remember that Paul and Sherman and Becky are but three of the many dynamically different personalities that have their present focus in my plan book. They are the units of life's tomorrow. I feel challenged to do my best teaching each time they come to my class.

And, because they have become part of my life for a time, and I of theirs, the interaction of sensitive teacher with eager young minds will generate, as little else can, the worthiest kind of want-to-come-to-class attitude. — *Clara Sellers, Central High School, Pueblo, Colorado.*

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INTERNATIONAL BUSINESS MACHINES

PEOPLE

■ **Hamilton Wins Research Award—** DR. HERBERT A. HAMILTON, dean of administration at Southwestern Louisiana Institute (at Lafayette), is winner of the Eleventh Annual Delta Pi Epsilon Research Award. Announcement was made by DR. H. G. ENTERLINE, chairman of the fraternity's Research Award Committee, at the annual DPE banquet in Chicago on December 28.



Dean Hamilton . . . Best in Research

• *Doctor Hamilton's study*, conducted at New York University, was a Ph.D. thesis on the General Clerical portions of the National Business Entrance Tests; he compared the tests with job achievement in clerical work. His prize: publication of the thesis by Oklahoma A. & M. College, whose business-education department has long supported publication of the fraternity's research selection.

• *Second-place honors* were awarded to DR. MATHILDE HARDAWAY's Ph.D. thesis (Yale) on "An Analysis of Factors in and Related to Successful Student Teaching of Business Subjects."

• *Judges of the contest* were PROFESSOR ANN BREWINGTON (University of Chicago), DR. JESSIE GRAHAM (Los Angeles Schools), and DEAN J. ANDREW HOLLEY (Oklahoma A. & M. College).

■ **Promotion—**

• DR. IRENE C. HYPPS, for many years codirector of business education in the Washington, D. C., public schools, has been promoted to Associate Superintendent, in charge of educational research, of the Washington schools.

■ **Doctorates—**

• J. HOWARD NELSON, chairman of the department of secretarial studies

at Pace College, New York City (A.B., Grove City College; A.B. in Commercial Education, Bowling Green; M.S. in Retailing, New York University), Doctor of Philosophy, New York University. *Thesis:* A Study of Relationships between Achievement of Stenographers and Typists on the National Business Entrance Tests and Their Performance in Beginning Positions. Major Advisor: DR. PAUL S. LOMAX.

• WAYNE HOUSE, of the Northern Illinois (De Kalb) State Teachers College (A.B. and M.B.A., Ohio State University), Doctor of Philosophy, Ohio State University, August. *Thesis:* Factors Affecting Student Achievement in Beginning Bookkeeping in the High School. Major Advisor: DR. J. MARSHALL HANNA.

■ **Bereavements—**

• MARGARET OWEN TYLER, one of the great typing champions of America, died on Monday, January 7, at 58, at the Oakland (Calif.) Naval Hospital. Before her marriage in 1918, Margaret Owen was a leading pace-setter in typewriting speed contests: she established eight typing records and four times won the world's typing championship under the Underwood banner.

Starting in contests in 1910, she set a new record of 83 wam for the fifteen-minute contest of the "novices." In 1912 she set a new record of 116 net wam on the 30-minute contest of the "amateurs." In 1913 she won her first World's Championship with a new record of 125 net wam for the 60-minute contest of the "professionals."

In 1914 she placed second, although she bettered her own previous record by writing a net of 127; but in 1915 she won the Eastern Championship with a new record of 132 net wam and set still another record, in the same year, to win the International for the second time, with a net of 136 wam.

She took the International again in 1916, upping her record one more word a minute; then, in 1917, she took her fourth championship with a net of 143.

In 1918, also, a contest to determine the World's Championship for writing for one minute was held; this, too, Margaret Owen won, with a perfect 170 words. This record still stands, since the one-minute contest has never been officially repeated.

For the past few years, Mrs. Tyler and her husband, Captain R. F. Tyler, U.S.N. (Retired), have lived in Los Altos, California.

• CLAY C. DUGGAN, manager of the Eastern office of South-Western Publishing Company, died at his home on January 18, after many months of seri-



J. Howard Nelson, now Ph.D. (N.Y.U.)



Wayne House, now Ph.D. (Ohio State)

ous illness. Mr. Duggan joined the S-W staff in 1922, having previously worked in the placement department of New York University and also on the staff of Georgia Tech. In 1928 he became manager of the S-W Eastern District office, then located in New York City but now in New Rochelle, New York. Mr. Duggan will be remembered by thousands of teachers who knew him personally or through correspondence. He is survived by his widow, a daughter, and two sons.

• ELBERT E. MAGOON, 75-year-old retired head of the Findlay College School of Commerce, died on December 15 at his home in Findlay, Ohio, after four months' illness. Educated at Hesler College, Boston University, Findlay College, and Indiana University, Mr. Magoon taught in public schools and in Rider College, became co-owner of the Ashtabula Business College in 1907, and taught for 10 years at Ferris In-

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stitute. A past president of the National Shorthand Teachers Association, he was a frequent contributor to business-education magazines and was penman of plates in many shorthand textbooks.

• HURLBUT W. SMITH, last survivor of the four brothers who founded the Smith Premier Typewriter Company in 1888 and fifteen years later organized the L. C. Smith & Bros. Typewriter Company, died at 86 after a short illness. President and chairman of the board of L C Smith & Corona Typewriters Inc. at the time of his death, Mr. Smith was known as Syracuse's (New York) "most outstanding industrialist and civic leader." Succeeding him as president of the company is Elwyn L. Smith (son of Wilbert L. Smith, one of the founders of the company), who has been a staff member since 1919 and executive vice-president since 1946.

GROUPS

■ Professional Calendar—

• April 6-7-8: The Western and California BEA's, Claremont Hotel, Oakland, DR. MARSDON SHERMAN presiding.

• April 10-12: Eastern BTA, in Buffalo; RUFUS STICKNEY, presiding.

• April 19: Western division of the Pennsylvania BEA, in Wilkinsburg.

• April 26: Eastern division of the Pennsylvania BEA, in Reading. Theme: Tested Teaching Techniques. Out-of-state headliners: GIL KAHN (Newark) and ALAN LLOYD (Gregg). RAY MORGAN, presiding.

• May 3: Annual contests at the Bloomsburg (Pennsylvania) State Teachers College, RICHARD G. HALLISY, presiding.

• May 10: Connecticut BEA, in New Britain, CLARENCE SCHWAGER, presiding.

• March 13: Annual Business Education Conference at New York University; theme: Better Business Teacher Preparation.

■ With Eastern BTA in Buffalo—The Eastern Business Teachers Association will hold its 55th annual convention at the Hotel Statler, in Buffalo, New York, on April 10, 11, and 12. President RUFUS STICKNEY, members of the Board, and a host of committee chairmen are completing plans for a timely, worth-while investigation of "Business Education for Life Adjustment—Vocational, Social, Personal."

• Social Side. The social program includes a banquet and ball on Thursday evening, and a special sight-seeing trip to Niagara Falls (with stops at some of Canada's famous china shops, dinner at the Hotel Brock, and a view of the lights on the Falls). Too, a presentation of choral music by the



Rufus Stickney, EBTA President
Swings Gavel in Buffalo



Dr. John L. Rowe, EBTA Vice-President
Dramatics for Friday Morning

noted Angelus Singers will be a feature of the convention. As usual, there will be reunion-group luncheons and breakfasts.

• **Professional Side.** Program Director WILLIAM POLISHOOK has outlined the following schedule of meetings:

THURSDAY MORNING: 9:30-11:30, Section Meetings on administration and supervision in the small high school and business school, and on teacher training.

THURSDAY NOON, annual Fellowship Luncheon sponsored by the private business schools.

THURSDAY AFTERNOON: 2:30-4:00, General Assembly. 4:00-5:00, showing of new visual aids.

THURSDAY EVENING: 6:00-9:00, Annual Banquet. 9:00-1:00, dancing.

FRIDAY MORNING: 9:30-11:30, Section Meetings in distributive education,

private school teaching, bookkeeping, shorthand, and teacher training.

FRIDAY NOON: Good Friday recess.

FRIDAY AFTERNOON: 2:30-4:30, Section Meetings in clerical practice, office machines, typewriting, social-business studies, work experience, and private-school administration.

FRIDAY EVENING: Excursion.

SATURDAY MORNING: 9:30-11:30, General Assembly, closing with election of officers and drawing of door prizes.

• **Special-Interest Side.** The teacher-training meeting on Friday morning may well be a high light of the convention: under the direction of JOHN L. ROWE, three groups of student teachers will dramatize their practice-teaching problems. Students of MARY CONNELLY (Boston University) will dramatize the dilemma of student teachers who try to apply new teaching methods



NEW NBTA OFFICERS, elected at the Chicago meeting at Christmas time, include: (seated) Russell J. Hosler, treasurer and exhibits manager; Paul F. Muse, president; and Leslie J. Whale, secretary; (standing) Lewis R. Toll, Mary Yocom, Thomas M. Dodds, and Robert Finch, Executive Board members; and Herman Enterline, first vice-president. Not shown is H. Everett Pope, second vice-president. The 1952 convention also will be held in Chicago.

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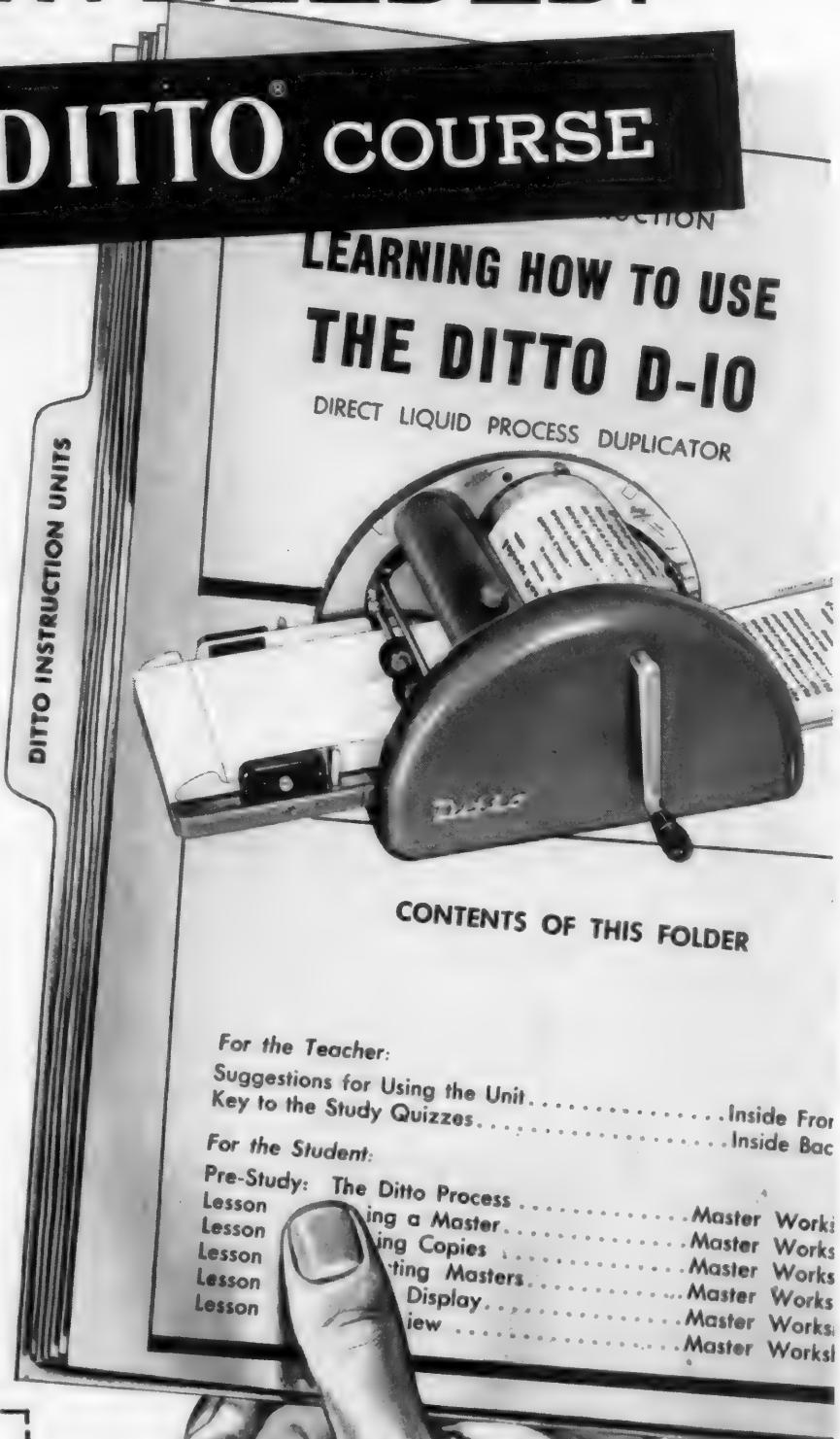
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in a "traditional type" high school. Students of DONALD J. D. MULKERNE (Albany State) will dramatize practice teaching in general business, when the situation is confused by conflicting advice of two experienced teachers. Students of ELIZABETH T. VAN DERVEER (Montclair State) will enact the problems facing a practice teacher who has an "average" or "less than average" high school class. CATHARINE STEVENS (New Britain Teachers) is co-ordinating the dramatic program.

■ **Private School Leaders**—Elected at the Chicago meeting of the National Association and Council of Business Schools were the following:

• "Man of the Year" in private-school business education is C. I. BLACKWOOD, of the Davis Business College in Oklahoma City.

• **New Officers.** Mr. Blackwood was also elected president of NA&CBS. Other officers include: E. G. PURVIS (Strayer College, Washington), first vice-president; H. EVERETT POPE (Oklahoma School of Accounting, Tulsa), second vice-president; J. K. KINCAID (Miller School, Cincinnati), secretary; and H. T. BARNES (Barnes School, Denver), treasurer.

■ **With Western BEA in Oakland**—The Western Business Education Association will hold its second annual convention in the Hotel Claremont, in Oakland, California, on April 6, 7, and 8. If all the plans of the California BEA, host to the convention, take place, the convention will be a humdinger.

• **Social Side.** Host committees have organized so many attractive features, beginning to end, that the convention may have trouble filling its meetings: an Open House party on April 6, to start everything off on a happy plane; moonlight cruises on San Francisco Bay; tours of Chinatown; two luncheons; sundry breakfasts; a banquet.

• **Professional Side.** The general and



Claude F. Addison, CBEA President
His Group is Host to WBEA

section meetings take place on Monday and Tuesday, April 7 and 8:

MONDAY MORNING, 9:45-11:00, General Assembly. DR. WILLIAM R. BLACKLER, "Business Education in 1952"; DR. H. L. FORKNER, "Facing Facts in the Present National Emergency." 11:00-12:00, exhibits.

MONDAY NOON, Luncheon Meeting. DR. HAROLD H. FISHER (renowned specialist on Russia), "Educators and Propagandists in the Struggle for the Minds of Men."

MONDAY AFTERNOON, 2:00-3:15, Section Meetings: Typewriting, DR. MARION LAMB; General Business, DR. MARSDON A. SHERMAN; Bookkeeping, GEORGE DAVALL. 3:15, open meeting of the Western Region American Business Writing Association; exhibits.

MONDAY EVENING, 5:30-9:00, Banquet.

TUESDAY MORNING, 9:30-10:45, Section Meetings: Shorthand, ELEANOR SKIMIN; Business Machines, KENNETH KNIGHT; Distributive Education, DR. WILLIS M. KENEALY. 10:50-11:30, General Assembly: CLETUS ZUMWALT, "New Developments in Visual Aids." 11:30-12:00, exhibits.

TUESDAY NOON, Luncheon Meeting. REV. KENNETH A. CARLSON (topic not yet announced); awarding of prizes; adjournment.

■ **Joint Memberships?**—The day may yet come when you can write one check and take out all your professional business education memberships at one time: NBTA and EBTA have taken Board action to make possible a "joint membership campaign" in co-operation with UBEA.

• **The idea** is that mail appeals directed to potential members could be combined and a professional discount given to the person who enrolls in two associations—say, \$5 for membership in both EBTA and UBEA or in NBTA and UBEA, as compared to \$3 separate memberships. The \$5 is split evenly.



Dr. Marsdon A. Sherman, WBEA President
Presides in Oakland, April 6-8

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• Approval of the plan has yet to be extended by UBEA, which will probably take up the problem at its summer Board meeting.

■ Sigma Alpha Sigma at Cornell—A seventh chapter (Eta) of Sigma Alpha Sigma, national collegiate secretarial honor society, was installed on the Cornell campus on January 5. Seventeen students and two faculty members, GEORGE A. MCHATTON and MRS. ELWOOD A. LAFORTUNE, were initiated. Installation services were performed by MRS. HELEN J. RECKNAGEL, national corresponding secretary.

This is the second chapter of Sigma Alpha Sigma to be installed in the East in recent weeks—on December 7, Zeta Chapter was installed at the University of South Carolina.

■ Newly Elected State Officers—

• **New Mexico:** WARREN CASTER (Las Vegas), president; DR. BECKY SHARP (Eastern New Mexico University), vice-president; MRS. KATHERINE CLEVEN (Las Vegas), secretary; and JEAN MARSH (Albuquerque), treasurer.

• **Texas:** CORRINE LAMB (Greenville), president; DR. REX JOHNSTON (Texas State College for Women), vice-president; RUTH FETTERMAN (Dallas), secretary; and MRS. GEORGE HALL (Lamar State College), treasurer.

• **New Jersey Association of Schools of Business:** HOWARD B. LLOYD (Drake College of the Oranges), president; LEON TERRY (Newark Preparatory School), vice-president; MRS. E. ELIZABETH FISLER (Steelman Business School, Camden), treasurer; MRS. VIRGINIA B. WALSH (Drake College of New Brunswick), secretary; and JOHN A. WILCOX (Ridgewood Secretarial School) and JAMES J. MCGONNELL (Spencer Business College, Jersey City), Board members.

• **Wisconsin:** KENNETH PETERSON (Neenah), president; CECIL BEEDE (Eau Claire), first vice-president; MARVIN HAUSER (Whitewater), second vice-president; and LORRAINE MISSLING (Shavano), secretary-treasurer. Members of the Executive Board are DR. RUSSELL HOSLER, RAY RUPPLE, and MARIE BENSON.

• **Louisiana BEA:** DR. HOWARD M. NORTON (Louisiana State University), president; MRS. NELL D. SPINKS (Shreveport), vice-president; KENNETH N. LACAZE (Baton Rouge), secretary; LENORA PALMER (Destrehan), treasurer; and Board Members N. B. MORRISON (Northwestern State College), DOROTHY KELLY (New Orleans), MRS. RUBY BAXTER (Grayson), GEORGE MEADOWS (Meadows-Draughon College, Shreveport), MRS. LOUISE H. BEARD (Louisiana State University), and GLADYS PECK (state supervisor of business education).

• **West Virginia Business School:** T. B. CAIN (president of the West Virginia Business College), president—for the seventh consecutive year; J. E. KIMNACH (Parkersburg), vice-president; Mrs. C. F. PRICKETT (Fairmont), secretary-treasurer. Members of the Executive Committee, R. I. BURCHINAL (Morgantown), WARD C. ELLIOTT (Wheeling), Mrs. ETHEL CARSON (Huntington), and C. G. SHAFFER (Bluefield).

• **Southwestern Private Commercial Schools Association:** E. C. FORD (Massey Business College, Houston), president; T. H. RUTHERFORD (Rutherford-Metropolitan School of Business, Dallas), vice-president; and J. D. LIVINGSTONE (Brantley-Draughon Business College, Fort Worth), secretary-treasurer.

Newly elected officers for the Teacher's Division of the same Association are Mrs. LOUIS MATHIS (Bish Mathis Institute, Monroe, Louisiana), president; Mrs. ROBERTA H. RUCKER (Rutherford-Metropolitan School of Business, Dallas), vice-president; and Mrs. BILLIE BROWNELL (Massey Business College, Houston), secretary.

• **Connecticut BEA:** CLARENCE SCHWAGER (Greenwich High School), president; LAURENT FORTIN (East Hampton High School), vice-president; BEATRICE F. ROBERTS (Greenwich High School), secretary; and Mr. A. DiCHELLA (Stone College, New Haven), treasurer. The Association's 1952 convention (the 48th) will be held at the New Britain Teachers College on May 10; theme: "Business Education in the 1952 Employment Situation."

• **Kansas:** JOHN PAYNE (Hutchinson), president; RUBEN J. DUNLER (Winfield), vice-president; NORA STOSZ (Wichita), secretary-treasurer; and KATHERINE SNAIR, executive secretary.

SCHOOLS

■ **Annual Arttyping Contest**—JULIUS NELSON (University of Baltimore) has announced the start of his fourteenth annual typewriter art contest. Details may be obtained from him at 4006 Carlisle Avenue, Baltimore 16.

• **Prizes** include an Underwood portable for the first prize; a school plaque; medals, zipper binders for the best original alphabets; an alarm clock for the best portrait of a famous American; stop watches; and other awards.

• **Deadline:** May 1.

■ **CPS Momentum**—Signs of the impact of the Certified Professional Secretary program: Hunter College (New York City) will offer during the spring semester a special course (fifteen Wednesday evening sessions) entitled "Business Theory for Secretaries" to qualify

candidates for the C.P.S. examinations.

• *The course will be conducted by Dr. Estelle L. Popham, who is assistant dean of the Institute for Certifying Professional Secretaries. Prerequisite for the course is in terms of actual job experience—for college graduates, at least one year's experience; for high school graduates, at least three.*

■ **Work Experience for Teachers**—First in the annual derby to announce that a summer course would be offered for teachers who wish to gain certified work experience is again the University of Michigan. According to an announcement by Frank Lanham, School of Education at the University (Ann Arbor, Michigan), "Co-operative Field Experience in Business Education" will be offered from June 23 to August 1. Teachers will work in Detroit offices and meet in seminars on Tuesday and Thursday evenings.

• *Each year the number of teachers applying for the course has exceeded the number of positions; so—reservations should be made with Dr. Lanham soon, for acceptance is on a first-come-first-served basis.*

• *Second to make a similar announcement is CLYDE I. BLANCHARD, Tulsa University. His program, however, is limited to students following a master's program at the University.*

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■ Loose-Leaf Puncher and Reinforcer— Every user of loose-leaf paper will be happy to know that at last the tedious, time-consuming task of hand-reinforcing papers for binders and files has been completely eliminated. Now, for the first time, holes are punched and reinforced in one simple operation with the Target Punch-Reinforcer. This new machine is amazingly simple to operate: Insert the paper, press the lever, and holes are punched and permanently reinforced from rolls of strong adhesive tape. If no reinforcement is desired, just press a little lever and the machine can be used as a simple punch.

• A two-hole model is now available for \$14.50; and a three-hole model will be available soon. Target Reinforcement Tape costs only 75¢ a roll. For further information, write to Stationers Supply Corporation, 82 Wall Street, New York 5.

■ Liquid Plastic for Book and Page Repairs— A new adhesive for book and page repairs is now being distributed by Bro-Dart Industries, Dept. P, 59 East Alpine Street, Newark 5, New Jersey. Called *Bind-Art*, the adhesive is a liquid plastic that dries quickly to a permanent, flexible, transparent weld.

• **Uses.** Permanent repair of ripped or worn book and magazine bindings; transparent mending of torn pages; permanent restoration of loose pages back into the binding; joining into one volume a number of issues of magazines or booklets; binding compilations of separate sheets of paper, such as manuscripts and mimeographed forms, into book form for ready reference.

■ Keylock Calculator— A new keylock

calculator machine that provides instantaneous bell warning on mis-operation has been added to the line of Keydrive Adding and Adding Calculating Machines by the manufacturer, Plus Computing Machines, Inc., 5 Beekman Street, New York City. The whole keyboard is automatically locked, except for the column in which the mis-operation occurred, and can only be released on the correct depression of the wrongly operated key and then the depression of a key-release button.

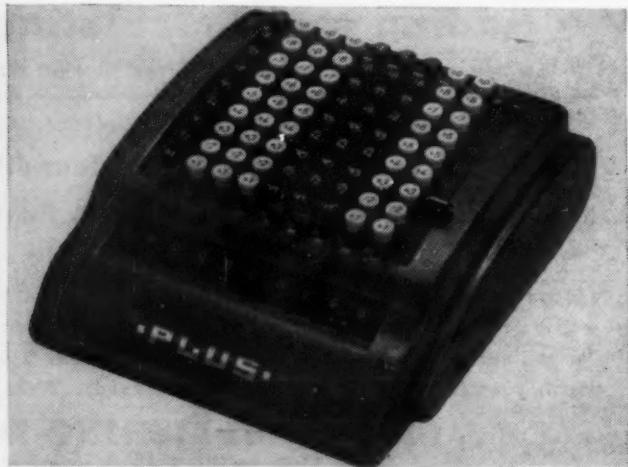
■ Automatic Slide Changer— A new line of adapters that makes the Golde Index Automatic Slide Changer completely adaptable to virtually all types of 2-by-2 slide projectors is now available, it was announced by the Golde Manufacturing Company, 1220 West Madison Street, Chicago 7. The adapters can be applied in less than one minute and fit such projectors as GoldE, Eastman, Argus, Bell & Howell, TDC, SVE, Viewlex, and Ampro. Further information can be obtained by writing to the manufacturer.

■ New Copyholder— A new, improved, steel copyholder has been manufactured by Copy Right Manufacturing Corporation, 53 Park Place, New York City 7. The entire mechanism has been greatly simplified and is compactly contained in a new housing at the back of the machine.

• **Features of the Copy Right.** New finger-fit handle at top right to control the individual spring-tension grippers; the front plate, which holds the copy material, is so designed that it can be tilted forward or backward to make reading easier; a new low-sensitivity, finger-tip adjustment brake or drop control that gives a wide range of control on the speed of drop of the copyholding plate.



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Wits and Wags

■ "Why so out of sorts, Brown?"

"Oh, I've had a very trying day. My office boy tried that old one about wanting the afternoon off to attend his grandmother's funeral and I decided to teach him a lesson, so I said I would go with him."

"Well, was it a good ball game?"

"It wasn't a ball game at all. It was his grandmother's funeral."

■ "No, Elmer, I can't marry you. The man I'm going to marry must be upright and square."

"You don't want a husband—you want a piano."

■ "Daddy, what is an angel?"

"A pedestrian who jumped too late."

■ The fortune teller was addressing one of her clients: "You will be poor and unhappy until you are 40."

"And after that?"

"You will get used to it."

■ "Marie, when you wait on table tonight be careful not to spill anything."

Marie: Don't worry, Ma'am—I know when to keep my mouth shut.

■ Bobby: Mother, what was the name of that last station?

Mother: Don't bother me. I don't know.

Bobby: That's too bad, because little brother got off there.

■ "Are you the girl who took my order?" asked the impatient man in a restaurant.

"Yes, sir," the waitress said.

"Well, I declare, you don't look a day older."